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THE PENNSYLVANIA SCHOOL JOURNAL.

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VOLUME XXXIX.

That which makes a good Constitution must keep it, viz.: men of wisdom and virtue; qualities that, because they descend not with worldly inheritance, must be carefully propagated by a virtuous education of youth.—WM. PENN.

D. J. WALLER, EDITOR.

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1890.

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It was once my privilege, toward the end of a lovely day in June, to stand upon the ramparts of Windsor Castle, and to gaze in mute wonder and rapture over that delicious landscape—the hallowed realm of learning and taste—which environs the stateliest and most majestic of the royal palaces of England. The glory of sunset was fading in the west. The soft and mellow light of the gloaming was just beginning to creep over the emerald velvet of the meadows and the dense foliage of the slumbering elms. Far below lay the quaint city, so beautiful in its carved and timber-crossed antiquity, so venerable with historic associations and with martial and poetic renown. At a little distance the "antique spires" and lancet casements of Eton glimmered in the last faint rays of sunset gold. Many church towers, gray and solemn and ancient, were dimly visible on the darkening plains. The old Thames, black and shining, flowed in sweet tranquillity through the peaceful scene. The evening wind was laden with fragrance of syringa and jasmine. Over and around the great central tower of the castle a multitude of birds, warned homeward by impending night, circled with incessant motion and strange, melodious cries. And out from the sombre, mysterious sanctity of Saint George's Chapel, borne tremulous on the perfumed twilight air, came the sobbing organ music of the vesper hymn. In that solemn hour it was again, and more deeply than ever, impressed upon my mind that the divine privilege of art, and the supreme obligation of every intellect engaged in its ministry, is to diffuse and to secure for all people this superb exaltation of the soul—to set upon the familiar face of our every-day lives the immortal seal of spiritual refinement, the sacred radiance of gentleness and beauty.—*William Winter.*

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REMINISCENCES OF PRESIDENT GARFIELD.

THE town of Orange, some eighteen miles southeast of Cleveland, now consists of one country store and a few small farm houses, which are located at the crossing of the two main roads of the township. This is called "The Center." Sixty years ago these two roads partook more of the nature of paths through the woods than of public highways, and the country store in which the farmer boys of the last generation or two have been wont to congregate after laboring in the field from rise to set of sun, had not sprung into existence. Truth to tell, all the houses in Orange township at that time might have been counted upon one's fingers, and the country store was an unexperienced luxury. The principal materials used in the construction of the houses of Orange, in 1831, were rough logs and mud. One of these rude dwellings stood in a small clearing, something less than two miles from the crossing of the roads, and here it was that James A. Garfield was born on the 19th day of November, in the third year of Andrew Jackson's first administration. Two years later Abram Garfield, the future president's father, died, leaving a widow and four small children to earn their living upon a piece of land the greater part of which was covered with trees and underbrush. In those days there were no railroads in this part of the country, and the Ohio canal, running from Cleveland to Portsmouth, did a thriving business.

"Any one," according to the statement of a man who has lived in this city during the past 65 years, and who knew Garfield from the time he was 15 years old up to the day of his death, "any one who desired to earn a few dollars a month could do so, provided he was able to stand rough usage, by applying to the canal people. They were always in need of help, and the only recommendation required of applicants for employment, was plenty of physical strength. I wasn't acquainted with Garfield when he began working upon the canal, but from what I have heard him say at different times, I should judge that he must have been in the neighborhood of 12 or 13 years of age. Up to that time he had helped clear the farm in summer, and tramped two or three miles through the snow to the district school in winter. I have often heard him say that he didn't go to work upon the canal because he ever thought he would fancy that sort of a life, but for the simple reason that he desired to earn some money, and that was the only way there was to do it. I don't know just how long he followed the tow-path, but I guess he was on it for a sufficient length of time to learn how to take good care of himself, no matter what kind of company he might happen to fall in with. I know how he came to leave the canal, though. While taking a boat through the 12-mile lock, he had to get off his mule in order to disentangle a rope that had become twisted up with some of the timbers. While he was tugging away at the line, it suddenly came loose, and into the water he went, head first. The boat was within a

foot or two of the front gate of the lock, and it was in this narrow hole that the boy disappeared. The two or three men who saw him go down supposed that he would be crushed to death, but as luck would have it his head struck against the oval bow of the boat, and he glanced aside, finally coming to the surface with a badly bruised nose. When his mother heard of this occurrence, she importuned him to leave the canal, and he did so, going back to Orange and starting to learn the carpenter's trade.

"Carpentering in those days was vastly different from what it is now. When Garfield was a boy the carpenter built a house from the ground up. He hewed the timbers, mixed the mud mortar for the cracks, nailed on the clap-boards that served instead of shingles for the roof, and when the exterior was completed, went inside and built the cupboards, window frames, and even the beds and chairs, if any happened to be needed. That's the kind of a carpenter Garfield was.

"After he had been able to lay away a little money earned at this kind of work, he got the idea into his head that he wanted to do something else. And I might say here that until he finally entered Congress, he was always shifting around from one thing to another, never appearing to be satisfied with his occupation, but always advancing at every move he made. As I was saying, Garfield got tired of building houses for a living, and he began looking around for some more congenial employment. I was going to school at Hiram about this time, and one day while I was standing out in front of the Institute building, there came walking up the path leading from the road a long-legged, long-armed, awkward-looking boy, who said he would like to see Dr. Robison. Dr. Robison was one of the directors of the school, and generally managed its affairs. He was busy at the time, and I was told to ask the boy into a waiting room, where the doctor would presently see what was wanted. I invited the young fellow in and offered him a chair. I'll never forget how he looked as he sat there, holding on to his hat with both hands as if he feared that it might get away or be taken from him. His head was unusually large, and the hair on it pointed in all directions. He was deeply sunburned, too, and his hands showed that he had lately been engaged in manual labor of some kind.

"When Dr. Robison came into the room where we were sitting, the caller got up and said his name was Garfield. The doctor had formerly been the Garfields' family physician, but he hadn't seen young James since the day of the latter's birth, and, of course, knew nothing of the business that had brought him there. After explaining who he was, Garfield hesitatingly said he wanted to talk to the doctor about a personal matter, and the physician, seeing that the boy was inclined to be bashful, placed an encouraging hand upon his shoulder and said:

"'Come, let's walk out where we'll be alone, and then you can tell me all about it.'

"Dr. Robison then led the way down the side of the hill on which the school stood, toward a clump of wild pawpaw bushes, 25 or 30 rods away. When they got there they went right in among the bushes until they were completely hidden from view, when the doctor, pointing to an old log, said:

"'Now, sit down, and don't have any hesitancy about telling me just what you came here for.'

"'Well,' Garfield replied, 'I've been thinking for some time that I'd like to get an education, and I decided to come and see what you thought about it. If you think that, with an education, I may rise above the common run of men, I'll go to work and get one in some way. If I'm not capable of being anything more than a carpenter, I don't want an education. So, I'd like to have you examine me all over and tell me what I'd better do.'

"The doctor knew considerable about phrenology, as well as medicine, and after examining the young fellow's limbs and sounding his chest to see if his lungs were all right, the frowzy head was felt all over and its peculiarities thoroughly considered. After the examination had been concluded, Dr. Robison leaned back and mused awhile. Garfield was impatient to hear the verdict, and he presently asked:

"'Well, doctor, what do you think?'

"'My boy,' the physician slowly answered, 'you have the capabilities of Webster, and the physical strength to turn them to account. Hard work and directness of purpose are the only things necessary to enable you to become a great man.'

"'Then,' Garfield sententiously replied, 'I will go ahead and get an education.'

"Dr. Robison was always a very devout man, and he made the boy get down on his knees, beside that old log there, in the pawpaw bushes, and they both prayed that the step that was about to be taken might prove to be in the right direction. When they had finished praying, the doctor said:

"'Now, I'm going to do all I can to help you through school here as rapidly and as cheaply as possible, and I want you to come right to me if you ever get into trouble of any kind, and tell me all about it. And whenever you happen to be in Cleveland, my home shall be your home. I live on Superior Street, a few doors west of Erie. When you are in town, go there and ring the bell. In case a servant should come to the door, tell her who you are, and you will be invited in. Perhaps a pretty, dark-eyed lady will answer your ring. She is the handsomest woman in the world, and she may throw her arms around your neck and kiss you; but don't let that embarrass you. She is my wife, and she'll love you as dearly as if you were her brother. Now let's go up to the school and see what we can do towards putting you through.'

"I have forgotten just how Garfield succeeded in raising the money necessary to take him through Hiram, but, if I remember rightly, he had obtained an insurance upon his life some three or four years before he came up to see Dr. Robison, and the policy was either sold or pawned for enough to pay the greater part of his expenses up to the time he became qualified to teach. My acquaintance with him dated from the day on which he and the doctor had their talk in the pawpaw bushes, the particulars of which both have related to me a dozen times.

"At school Garfield was always a leader, but never a bully. He had a very clear sense of justice, and always resented a wrong whenever he thought one had been done him intentionally. He was big and strong, and evil-doers generally fared very poorly in his hand. I remember one time a gang of young fellows who imagined that they could run things about as they pleased, came to Hiram to break up the Commencement exercises, and it was feared by the principal of the school that they would succeed. It was in the evening, and the rowdies were outside making noise enough for a band of wild Indians, and calling upon the students who didn't like the way things were going, to 'Come out and get licked.' After this had been kept up till it could be borne no longer, Garfield went out, and pushing his way right in amongst the disturbers, grabbed their leader around the waist, pinning his arms to his sides, and carried him about a dozen yards away from the crowd, before any one knew what had happened. The fellow was then given a hug something like what might be expected from a grizzly bear, after which he was released. 'Now,' said Garfield, 'if you want to be knocked down, just open your mouth once more.' That ended the disturbance, and the Commencement exercises were not marred by any more interruptions.

"While he was at Williams college, Garfield had a little 'tilt' with a fellow student that I think will bear writing up. It was the custom to allow the members of the class in oratory to take turns at acting as critics. In this class there was a young fellow who had always been very envious of the big frowzy-headed boy from Ohio, and the fact that the latter was not able to dress himself quite as finely as the majority of the youthful gentlemen then being 'polished off' at Williams, afforded the rival many opportunities for delivering himself of supposed witticisms. He also took occasion when it came his turn to act as critic, to score Garfield very severely before the other members of the class. Young James said nothing at the time, but some three or four weeks afterwards he was appointed critic, and then came the day of reckoning. After hearing all the members of the class declaim, Garfield went around, making such comments as he thought the efforts of each called for, until finally the enemy, who had purposely been left until the very last, was reached. Stopping in front of him and looking him steadily in the eyes, Garfield said: 'As for this man, all I have to say is—

'An empty head for empty sounds,
A hungry calf to bawl,
A grinning monkey for a wag,
A vaunting pugilist to brag,
And he is good for all.'

"At Hiram, Garfield was always well liked by his fellow students, and especially by the ones who were younger and smaller than he. The younger boys always found a champion in him, both upon the playgrounds and in the school room. He could learn as much in an hour as almost any of the rest of us were able to master in a day; and no matter how busy he might happen to be with his own studies when asked for help, he was always ready to stop and assist boys who found the road to knowledge more arduous than it proved to be for him.

"During all the time that he was at Hiram, and, in fact, until he entered public life, Garfield was sincerely befriended by Dr. Robison, who seemed to take a fatherly interest in the young man's welfare. This friendliness was fully returned by Garfield. He was always of an affectionate nature,

and I have often seen him sitting with an arm around the doctor's neck earnestly discussing plans for the future. In Cleveland, the doctor's house was always Garfield's home, and when Robison bought a farm down at Mentor, Garfield must needs go there and buy the place adjoining. Finally, when the war broke out, he enlisted as colonel, and here again Dr. Robison's friendship stood him in good stead. The doctor was in the State Legislature at the time, and after Garfield had distinguished himself by some good work down in Tennessee, Robison went to Governor Tod and advised him to recommend the colonel for promotion. I don't know why it was, unless he had some one else in mind for a brigadier generalship, but Tod didn't fall in with the idea of having Garfield advanced at that time. 'What's your great hurry, anyhow?' the governor asked when Robison pressed him, 'this war's liable to last long enough to give us all a chance.' 'Why,' the doctor replied, 'there's fight in the boy. There's fight in him, and he ought to have more scope.'

"But, in spite of all that Robison could say, the governor persistently refused to promise that he would recommend Garfield for promotion. Finally, the doctor got Tod to say that he would not object to the advancement if it could be secured without his assistance. Then the man who had prayed with Garfield among the pawpaw bushes at Hiram, drew up a petition calling for the desired commission, and set to work. Before relinquishing his efforts, he had succeeded in obtaining the signature of every member of the State Legislature, together with that of one of the United States Senators from Ohio, and the latter wrote a personal letter to Secretary Stanton besides. These were forwarded to Washington, and in due time Garfield's commission as a brigadier general came back to Columbus. Just once in the whole course of his life was Doctor Robison happier than at the time he read that commission. When he heard of Garfield's election as President, the old doctor's joy was greater than ever before or after."

As a teacher Garfield seems to have been very successful. A Cleveland lawyer who obtained his education at Hiram while the general was an instructor there, in speaking of the attitude of Garfield's pupils toward him, recently said:

"He was always sincerely respected and admired by every boy under him. We students looked upon him as a man who could do about anything within the power of a mortal, and I don't know but that some of us even suspected him of possessing more than human powers. One of his best qualifications as a teacher, was a remarkable faculty for inspiring in a boy a wish to rise above the common level of mankind. About two weeks under Garfield was enough to fill any pupil with a determination to make something of himself, no matter how unambitious he may have been before. The man was so carried away with the determination to become illustrious, that the boys under him could not help becoming imbued with the same idea. And the effects of his teaching and influence are very plainly marked to-day. The majority of his pupils there at Hiram were boys who came in from the farms, and most of them would, but for their experiences under him, doubtless be farmers now. As it is, I presume I could prepare for you a list of the names of at least 250 men, now more or less prominent, who received from Garfield their first stimulus to rise. There was a continuous rivalry among his pupils to merit the praise of their teacher, and in his ability to inspire this feeling lay the secret of his success. As I have just said, all the boys regarded him with respect and admiration, and if you were to ask the men who were started on the upward path by him for their opinions of Garfield, they would, almost without exception, tell you that he was great as a soldier, great as a politician, and great as a statesman, but far greater as a teacher. One of his pet theories was (and he used to take advantage of every opportunity to illustrate it to his pupils) that the degree in which one man can excel another, mentally, is always so slight that a comparatively small amount of labor on the part of the inferior man will serve to place him upon a level with his supposed superior.

"After I had become a teacher at Hiram, and while Garfield was in Congress, he was invited to come to the college and deliver an address. He arrived on the evening before the speech was to be made, and as he had not yet completed it, he asked a fellow-teacher and myself to act as his amanuenses. We got our pencils and paper and followed him out under the pine trees that stood at a short distance from the college, where, after collecting his ideas, he began walking to and fro composing his oration, one sentence at a time. Occasionally he would find it difficult to put his ideas into proper words, and then he would

go over a phrase perhaps a dozen times, repeating it aloud as if he had been in the act of delivering the completed address. While he was laboring in this way over a sentence that caused him considerable trouble, the teacher who was helping me to write the speech down said, with some surprise: 'Why, general, I always supposed that great orators like you never experieneed any difficulty in preparing what they intended to say. I have always thought it came to them naturally.'

"Garfield stopped, and after thinking a moment, came over and sat down alongside of us. 'I have always fancied,' he said, 'that the old adage, "Whatever goes up must come down," can be reversed and still retain a great deal of truth. "Whatever comes down must once have gone up," is a maxim that I have coined for my own guidance. Some men undoubtedly have greater talents than others, but no matter how gifted a man may be, he must work for all that he desires to accomplish; he must first gather the knowledge he wishes to impart. It doesn't grow in his brains; he must store it there himself. If you can once come to realize how small a margin of advantage any man can have over you mentally, you will experience little difficulty in getting along in the world. The trouble is that no one can comprehend anything beyond the limits of his own knowledge. When you see a man who is more learned than you are, the distance between you and him may seem immeasurable, when, in fact, it may be so slight that a very little work would place you on a level with him. When I went to Williams college, I was behind my class in literature and the languages. In order to catch up I marked the windows of the rooms occupied by the students who stood at the head of the class in those studies, and determined to stay up two hours later than they did every night until I had overtaken them. If their lights were put out at 10 o'clock, I would study until 12, and if a light was burning at 12, in any of the windows I had marked, I would stay up until 2. At the start the distance between the leaders and myself seemed great, because I could not see beyond the outer circle of my own knowledge, and I was, therefore, surprised after a few weeks' study to learn how slight their advantage over me had been. I have had many similar experiences since that time. In Congress I knew a man who was in the habit of always hanging back and following in the wake of some one else. He never took a leading position on any question. I knew the man had more than ordinary abilities, and I went to him one day and asked him why it was that he always remained in the background. 'Why,' said he, 'I have never had an opportunity to push myself forward. I have a fair understanding of most questions that come up for discussion here, but there's always somebody who knows so much more than I do about each new subject to which the public attention is attracted, that I stand no change of pushing my way to the front.' 'That,' I said to him, 'is where the trouble lies. You imagine that because some one else may know more about a certain matter than you do, his knowledge must be infinitely greater than yours. Now, if we could measure knowledge by inches, I have no doubt we would find his advantage over you to be so slight that a little study would make you his superior. Then you would become a leader and he a follower. Whenever I see a man who knows more than I do about any important subject, I immediately set to work and try to place myself upon a level with him; and usually the task is much easier than I had anticipated."

"'This idea of my immeasurable superiority over you,' Garfield continued, addressing the young man at my side, 'is responsible for your surprise at seeing that I find it difficult to prepare an oration, just the same as you do. The sooner you can disabuse yourself of the belief that any man, however famous or learned he may be, is so much your superior that you cannot by hard work make yourself his equal, the better it will be for you. Let us suppose, for example, that I have a globular volume of knowledge 13 inches in diameter, and that your volume is 12 inches through. This gives me an advantage of only half an inch over you on any side. Think how easy it will be for you to expand your knowledge to this extent. One of the secrets of success is proper self-esteem.'"

The above article is from the *Cleveland Press* of May 30, 1890, the day appointed for the dedication of the Garfield Memorial structure, erected in that city at a cost of nearly two hundred thousand dollars, and paid for by voluntary contributions from all parts of the United States. We take only so much of the article as presents the strong character and helpful example of this extraordinary man. In 1879 the writer was in Washington at the unveiling of the equestrian statute of General Thomas, during the annual meeting of the Army of the Cumberland. While there we were much interested in seeing and hearing men who had done good work during the War of the Rebellion. One day we made the trip to Mount Vernon on the special boat with a large num-

ber of officers whose names were familiar, but whom we had never seen before, among them General Garfield. Of course we recognized him at once. He made a number of short speeches on the way down and back. We saw the universal respect with which he was regarded, and, comparing him with all other noted men seen during our stay, he seemed the greatest of them all. In telling the boys of the High School on our return of some impressions of this visit, the wish was expressed that we might have the chance to vote for him as our next President, for though there was little probability of his being nominated, he, of all men we had seen, seemed the most worthy of that high office. When the balloting was in progress some seven or eight months later at Chicago it attracted much attention, and on the last afternoon of the Convention a lad came hurriedly into class-room with the welcome announcement that Garfield had just been nominated, giving the vote received over the wires a few moments before. Another lad, as he heard it, held up his hand to inquire, "Isn't that the man you said you wanted to vote for?" It was the man. He had been nominated. He was elected—to die by the bullet of an assassin, and to be mourned by a great nation only less profoundly, less universally, than Abraham Lincoln himself, our first great Martyr President.—*Editor School Journal.*

THE WHOLE IS GREATER THAN THE SUM OF THE PARTS.

BY PATTERSON DUBOIS.

THE familiar mathematical axiom that the whole equals the sum of the parts, is, of course, indisputable in the quantitative sphere. To the domain of life, however, it will not apply. There the whole is greater than the sum of the parts, because, in order that parts may be united into a whole at all, it is necessary that they have some relation besides that involved in being merely added together.

The living human body is not a whole which is composed simply of the various parts joined together. There is something which we call life, or the soul, which gives to these parts a peculiar unity, a unique interplay and inter-action, which makes the whole something greater than a mere addition of its parts could ever make it. In this vital combination each part contributes something that is essential to the action of other parts, and receives in turn the service and support of all the other members. It is readily seen, then, that in the sphere of life our mathematical axiom is not valid, because in that sphere parts are not simply joined or added together mechanically, but other elements enter in to make each part something more than it could be in itself, and in the completed whole each part acquires powers and performs functions which, in separation from this organism, it would be quite impossible for it to exercise.

We thus reach one of the distinguishing marks of an organism as compared with a mere mechanical combination of parts or forces. In an organism, it has been well said, each part is both means and end; that is, each part plays upon other parts, doing a larger service than it could do, or would need to do, by itself, and is, in turn, the object of such service from all other parts. This definition yields the correct conception of the social organism in its various forms, larger and smaller—the nation, the state, the city, the church, the family. The nation is more than the sum of its citizens. These persons, isolated and separate, could never attain the ends for which man exists. Extreme individualism is synonymous with barbarism. There can be no highly developed civilization where each individual merely follows his own pleasure or interest, and does not join in common plans and purposes with his fellows. Without such union no living social organism would be constituted. Society, if such it could be called, would be a mere aggregate, and not a true unity.

In organized society, on the contrary, each man's individual strength, in whatever respect it is viewed, is supported by the strength of all the other members. The relations of each individual open to him new and larger use of his powers, both for the good of others and for the strengthening of himself. How true is this in those forms of society which are simplest and easiest to study—the school, the church, or the family! It may be granted that it is possible for a man to study successfully alone; but if the whole scope of education is considered, it may be said that to acquire a comprehensive education in entire isolation from others is an impossibility; for real education involves a knowledge of men and living contact with other minds. How great, then, are the advantages of association here!

The process of education is, in this case, no mere matter of individual striving and achievement, but is an interplay of mind in living contact with mind. Many new forces enter at once into this interplay—sympathy, comparison with others, competition, suggestion, stimulation. Every effort made by the individual mind comes into some helpful contact with the action of other minds. Each student brings his explanations or criticisms into connection with the thinking of others. If peculiar, and partially wrong, they meet their corrective in the more judi-

cious statements of some other student or of the teacher; if confused and uncertain, they may be strengthened in their weak points by comparison with the expressions of those who have gone deeper into the subject. In many ways the play of intellectual forces is constantly rendered more exact and rapid by such contact and association. A company thus banded together for intellectual pursuits of any kind is far stronger than the added strength of the separate persons would be, if we can conceive their powers to be thus joined together without the interaction between individuals which has been described.

In organization, then, the individual acquires new significance. He enters new spheres of both privilege and duty. He can both get and give more than if living by himself, and is under obligation to do so. Society, in its various forms, weaves around us a network of privileges and obligations which we cannot, without being false to the laws of life, decline to consider, and which we must strive to fulfil. Any particular society which we enter or constitute for ourselves adds to these complex rights and duties. If we join a school, we are now called upon to be something more than we were merely as members of society in general. A new set of relations now opens new activities to our powers, and offers new aids to their development. To the meaning of our former life is now added new significance, influence, and power. Thus, in a certain true sense, men may be said to multiply themselves by performing the functions which belong to manifold relations. Each new relation calls for a new exercise, an added value, a larger development of the individual personality.

The thoughtful consideration of the subject shows that the duty to increase one's self and multiply one's powers by contributing to others' good is involved in the very purpose of our existence. The law of mutual helpfulness, of reciprocal contribution, is a law of all life. All the processes of nature illustrate it. In all animate organisms there is this interplay of parts, this reciprocity of function, which requires each part to do something more than simply to exist and maintain itself. The simplest plant in its growth lays the elements of earth and air and sky under contribution, and, on its own side, performs its own humble service to the uses of the great system of which it is a part. The lesson of mutual helpfulness which makes every part something greater and more significant than it could be in itself, is so wrought into nature that it stands perpetually before us as a plain parable, written on earth and sky, teaching us that we are very poor and mean portions of the universe if we are not useful. If there is no multiplication of our efficiency by exertion, no extension of our influence by services for others, no increase of our powers by helpful association with others—if, in other words, our force in the world can be computed by simple addition only—we must be living lives that have little richness or power.

It ought to be true of every man that he is in all his relations much more than he is in himself; that he so enters into and fulfils the demands of those relations as to multiply himself and diversify his personal force in different lines. The possibility of this is one of the wonderful things about life. One is not a less, but a more faithful husband, by being a useful church member; nor a less, but a more useful citizen, by being a diligent student. Life is capable of this enlargement, and it grows thus by our entering into new opportuities, and meeting, with increased faithfulness, the demands of all the relations which it falls to our lot in God's providence to sustain.—*S. S. Times.*

LOVE FOR GOOD BOOKS.

TOO much cannot be said by way of emphasis of the necessity for a more general love for good reading on the part of the people. Ask the first twenty mechanics and the first twenty mechanics' wives what books they have read recently, and repeat the inquiry to shop youth from eighteen to twenty-one, and to shop or store girls. If you get honest answers and record the names of the last five books read, and then find out through conversation what they remember of what they have read, you will be astonished. The amount of good reading done intelligently by the non-professional and non-business portion of the community is scandalously light.

The influence of the school upon the reading habits of those who leave school before entering the first class of the grammar school, is too often of no appreciable value. This is all wrong. From the age of eight years, at least, it should be the work of the school to teach and train the child to read instructively and enjoyably, persistently and intelligently, the best things in the papers, the best magazines, and valuable books. The atmosphere of the school is, as a rule,

calculated to magnify the importance of writing a book rather than of reading books. America has much greater need of book readers than of book makers. The school has much greater need of emphasizing the glory of being a good reader than writer of books.

The causes of temperance, moral reform, labor reform, and religion, have everything to gain from an early school sentiment in favor of the dignity and honor of being a good reader. Indeed, here is an opportunity for the teacher to vie with the philanthropist, preacher, and statesman, as a reformer and benefactor of the race. This must be done largely by indirection, through much reading of books that they can easily learn to love. The teacher who can do for a class of children what we have seen Mary E. Burt, of Chicago do, places himself among the benefactors of his race. The arithmetic, grammar, and spelling-book may be forgotten, but good books, through the reading of which they have learned and loved the art of reading, will abide. And there need be no neglect of other subjects. There is time enough assigned for reading, if only it be intelligently and skillfully used. He who uses the reading lesson time to best advantage should receive honorable mention at the hands of his committee. Let us all magnify more and more this art.

N. E. Journal of Education.

MY FATHER'S MEMOIR: V.

BY DR. JOHN BROWN.

I CANNOT end this tribute to my father's friend and mine, and my own dear and earliest friend's father, without recording one of the most extraordinary instances of the power of will, under the pressure of affection, I ever witnessed or heard of. Dr. Belfrage was twice married. His second wife was a woman of great sweetness and delicacy, not only of mind, but, to his sorrow, of constitution. She died, after less than a year of singular and unbroken happiness. There was no portrait of her. He resolved there should be one; and though utterly ignorant of drawing, he determined to do it himself. No one else could have such a perfect image of her in his mind, and he resolved to realize this image. He got the materials for minature painting, and, I think, eight prepared ivory plates. He then shut himself up from every one, and from everything, for fourteen days, and came out of his room, wasted and feeble, with one of the plates (the others he had used and burnt), on which a portrait, full of subtile likeness, and drawn and colored in a way no one could have dreamt of, having had such an artist. I have seen it; and though I never saw the original, I felt that it must be like, as indeed every one who knew her said it was. I do not, as I said before, know anything more remarkable in the history of human sorrow and resolve.

I have said thus much of this to me memorable man, not only because he was my father's closest and most powerful personal friend, but because by his word he probably changed the whole future course of his life. Devotion to his friends was one of the chief ends of his life, not caring much for, and having in the affection of his heart a warning against the perils and excitement of distinction and energetic public work, he set himself far more strenuously than for any selfish object, to promote the triumphs of those whom his acquired instinct—for he knew a man as a shepherd knows a sheep, or "*caveat emptor*" a horse—picked out as deserving them. He rests in Colinton churchyard,

Where all that mighty heart is lying still,

his only child, William Henry, buried beside him. I the more readily pay this tribute to Dr. Belfrage, that I owe to him the best blessing of my professional and one of the best of my personal life—the being apprenticed to Mr. Syme. This was his doing. With that sense of the capacities and capabilities of other men, which was one of his gifts, he predicted the career of this remarkable man. He used to say, "Give him life, let him live, and I know what and where he will be thirty years hence;" and this long before our greatest clinical teacher and wisest surgeon had made the public and the profession feel and acknowledge the full weight of his worth.

Another life-long and ever-strengthening friendship was that with James Henderson, D. D., Galashiels, who survived my father only a few days. This remarkable man, and exquisite preacher, whose intellect and worth had for nearly fifty years glowed with a pure, steady, and ever-growing warmth and lustre in his own region, died during the night and probably asleep, when, like Moses, no one but his Maker was with him. He had for years labored under that form of disease of the heart called *angina pectoris* (Dr. Arnold's disease), and for more than twenty years lived as it were on the edge of

instant death; but during his later years his health had improved, though he had always to "walk softly," like one whose next step might be into eternity. This bodily sense of peril gave to his noble and leonine face a look of suffering and of seriousness, and of what, in his case, we may truly call godly fear, which all must remember. He used to say he carried his grave beside him. He came in to my father's funeral, and took part in the services. He was much affected, and we fear the long walk through the city to the burial-place was too much for him; he returned home, preached a sermon on his old and dear friend's death of surpassing beauty. The text was "For me to live is Christ, and to die is gain." It was, as it were, his own funeral sermon too, and there was, besides its fervor, depth, and heavenly-mindedness, a something in it that made his old hearers afraid—as if it were to be the last crush of the grapes. In a letter to me soon after the funeral, he said:—"His removal is another *memento* to me that my own course is drawing near to its end. Nearly all of my contemporaries and of the friends of my youth are now gone before me. Well! I may say, in the words of your friend Vaughan—

> They are all gone to that world of light,
> And I alone sit lingering here;
> Their very memory's calm and bright,
> And my sad thoughts doth cheer."

The evening before his death he was slightly unwell, and next morning, not coming down as usual, was called, but did not answer; and on going in, was found in the posture of sleep, quite dead: at some unknown hour of the night *abiit ad plures*—he had gone over to the majority, and joined the famous nations of the dead. *Tu vero felix non vitæ tantum claritate, sed etiam opportunitate mortis!* dying with his lamp burning, his passport made out for his journey; death an instant act, not a prolonged process of months, as with his friend.

I have called Dr. Henderson a remarkable man, and an exquisite preacher; he was both, in the strict senses of the words. He had the largest brain I ever saw or measured. His hat had to be made for him; and his head was great in the nobler regions; the anterior and upper were full, indeed immense. If the base of his brain and his physical organization, especially his circulating system, had been in proportion, he would have been a man of formidable power, but his defective throb of the heart, and a certain lentitude of temperament, made this impossible; and his enormous organ of thought and feeling, being thus shut from the outlet of active energy, became intensely *meditative*, more this than even reflective. The consequence was, in all his thoughts an exquisiteness and finish, a crystalline lustre, purity and concentration; but it was the exquisiteness of a great nature. If the first edge was fine, it was the sharp end of the wedge, the broad end of which you never reached, but might infer. This gave *momentum* to everything he said. He was in the true sense what Chalmers used to call a "man of *wecht*." His mind acted by its sheer absolute power; it seldom made an effort; it was the hydraulic pressure, harmless, manageable, but irresistible; not the perilous compression of steam. Therefore it was that he was untroubled and calm, though rich; clear, though deep; though gentle, never dull; "strong without rage, without o'erflowing full." Indeed this element of water furnishes the best figure of his mind and its expression. His language was like the stream of his own Tweed; it was a translucent medium, only it brightened everything seen through it, as wetting a pebble brings out its lines and color. That lovely, and by him much-loved river was curiously like him, or he like it, gentle, great, strong, with a prevailing mild seriousness all along its course, but clear and quiet; sometimes, as at old Melrose, turning upon itself, reflecting, losing itself in beauty, and careless to go, deep and inscrutable, but stealing away cheerily down to Lessudden, all the clearer of its rest; and then again at the Trows, showing unmistakably its power in removing obstructions and taking its own way and chafing nobly with the rocks; sometimes, too, like him, its silver stream rising into sudden flood, and rolling irresistibly on its way.*

We question if as many carefully thought and worded, and rapidly and by no means

* Such an occasional paroxysm of eloquence is thus described by Dr. Cairns:—"At certain irregular intervals, when the loftier themes of the gospel ministry were to be handled, his manner underwent a transformation which was startling, and even electrical. He became rapt and excited as with new inspiration; his utterance grew thick and rapid; his voice trembled and faltered with emotion; his eyes gleamed with a wild unearthly lustre, in which his countenance shared; and his whole frame heaved to and fro, as if each glowing thought and vivid figure that followed in quick succession were only a fragment of some greater revelation which he panted to overtake. The writer of this notice has witnessed nothing similar in any preacher, and numbers the effects of a passage which he once heard upon the scenes and exercises of the heavenly world among his most thrilling recollections of sacred oratory."—*Memoir prefixed to posthumous volume of Discourses.*

laboriously written sermons, were composed anywhere else in Britain during his fifty years—every Sunday two new ones; the composition faultless—such as Cicero or Addison would have made them, had they been U. P. ministers; only there was always in them more soul than body, more of the spirit than of the letter. What a contrast to the much turbid, hot, hasty, perilous stuff of our day and preachers! The original power and *size* of Dr. Henderson's mind, his roominess for all thoughts, and his still reserve, his lentitude, made, as we have said, his expressions clear and quiet, to a degree that a coarse and careless man, spoiled by the violence and noise of other pulpit men, might think insipid. But let him go over the words slowly, and he would not say this again; and let him see and feel the solemnizing, commanding power of that large, square, leonine countenance, the broad massive frame, as of a compressed Hercules, and the living, pure, melodious voice, powerful, but not by reason of loudness, dropping out from his compressed lips the words of truth, and he would not say this again. His voice had a singular pathos in it; and those who remember his often-called-for sermon on "The Bright and the Morning Star," can reproduce in their mind its tones and refrain. The thoughts of such men—so rare, so apt to be unvisited and unvalued—often bring into my mind a spring of pure water I once saw near the top of Cairngorm; always the same, cool in summer, keeping its few plants alive and happy with its warm breath in winter, floods and droughts never making its pulse change; and all this because it came from the interior heights, and was distilled by nature's own cunning, and had taken its time—was indeed a well of living water. And with Dr. Henderson this of the mountain holds curiously; he was retired, but not concealed; and he was of the primary formation, he had no *organic remains* of other men in him; he liked and fed on all manner of literature; knew poetry well; but it was all outside of him; his thoughts were essentially his own.

He was peculiarly a preacher for preachers, as Spenser is a poet for poets. They felt he was a master. He published, after the entreaties of years, a volume of sermons which has long been out of print, and which he would never prepare for a second edition; he had much too little of the love of fame, and though not destitute of self-reliance and self-value, and resolved and unchangeable to obstinacy, he was not in the least degree vain.

But you will think I am writing more about my father's friends and myself than about him. In a certain sense we may know a man by his friends; a man chooses his friends from harmony, not from sameness, just as we would rather sing in parts than all sing the air. One man fits into the mind of another not by meeting his points, but by dovetailing; each finds in the other what he in a double sense wants. This was true of my father's friends. Dr. Balmer was like him in much more than perhaps any,—in love of books and lonely study, in his general views of divine truth, and in their metaphysical and literary likings—but they differed deeply. Dr. Balmer was serene and just rather than subtle and profound; his was the still, translucent stream, —my father's the rapid, and it might be deep; on the one you could safely sail, the other hurried you on, and yet never were two men, during a long life of intimate intercourse, more cordial.

I must close the list; one only and the best—the most endeared of them all—Dr. Heugh. He was, in mental constitution and timber, perhaps more unlike my father than any of the others I have mentioned. His was essentially a practical understanding; he was a man of action, a man for men more than for man, the curious reverse in this of my father. He delighted in public life, had a native turn for affairs, for all that society needs and demands—clear-headed, ready, intrepid, adroit; with a fine temper, but keen and honest, with an argument and a question and a joke for every one; not disputatious, but delighting in a brisk argument, fonder of wrestling than of fencing, but ready for action; not much of a long shot, always keeping his eye on the immediate, the possible, the attainable, but in all this guided by genuine principle, and the finest honor and exactest truth. He excelled in the conduct of public business, saw his way clear, made other men see theirs, was forever getting the Synod out of difficulties and confusions, by some clear, tidy, conclusive "motion;" and then his speaking, so easy and bright and pithy, manly and gentlemanly, grave when it should be, never when it should not—mobile, fearless, rapid, brilliant as Saladin—his silent, pensive, impassioned and emphatic friend was more like the lion-hearted Richard, with his heavy mace; he might miss, but let him hit, and there needed no repetition. Each admired the other; indeed Dr. Heugh's love of my father was quite romantic; and though they were opposed on several great public ques-

tions, such as the Apocrypha controversy, the Atonement question at its commencement; and though they were both of them too keen and too honest to mince matters or be mealy-mouthed, they never misunderstood each other, never had a shadow of estrangement, so that our Paul and Barnabas, though their contentions were sometimes sharp enough, never "departed asunder;" indeed they loved each other the longer the more.

Take him all in all, as a friend, as a gentleman, as a Christian, as a citizen, I never knew a man so thoroughly delightful as Dr. Heugh. Others had more of this or more of that, but there was a symmetry, a compactness, a sweetness, a true *delightfulness* about him I can remember in no one else. No man, with so much temptation to be heady and high-minded, sarcastic, and managing, from his overflowing wit and talent, was ever more natural, more honest, or more considerate, indeed tender-hearted. He was full of animal spirits and of fun, and one of the best wits and jokers I ever knew; and such an asker of questions, of posers! We children had a pleasing dread of that nimble, sharp, exact man, who made us explain and name everything. Of Scotch stories he had as many original ones as would make a second volume for Dean Ramsay. How well I remember the very corner of the room in Biggar manse, forty years ago, when from him I got the first shock and relish of humor; became conscious of mental tickling; of a word being made to carry double, and being all the lighter of it. It is an old story now, but it was new then; a big, perspiring countryman rushed into the Black Bull coach-office, and holding the door, shouted, "Are yir insides a' oot?" This was my first tasting of the flavor of a joke.

Had Dr. Heugh, instead of being the admirable clergyman he was, devoted himself to public civil life, and gone into Parliament, he would have taken a high place as a debater, a practical statesman and patriot. He had many of the best qualities of Canning, and our own Premier, with purer and higher qualities than either. There is no one our church should be more proud of than of this beloved and excellent man, the holiness and humility, the jealous, godly fear in whose nature was not known fully even to his friends, till he was gone, when his private daily self-searchings and prostrations before his Master and Judge were for the first time made known. There are few characters, *both sides* of which are so unsullied, so pure, and without reproach.

I am back at Biggar at the old sacramental times; I see and hear my grandfather, or Mr. Horne of Braehead, Mr. Leckie of Peebles, Mr. Harper of Lanark, as inveterate in argument as he was warm in heart, Mr. Comrie of Penicuik, with his keen Voltaire-like face, and much of that unhappy and unique man's wit, and sense, and perfection of expression, without his darker and baser qualities. I can hear their hearty talk, can see them coming and going between the meeting-house and the *Tent* on the side of the burn, and then the Monday dinner, and the cheerful talk, and the many clerical stories and pleasantries, and their going home on their hardy little horses, Mr. Comrie leaving his curl-papers till the next solemnity, and leaving also some joke of his own, clear and compact as a diamond, and as cutting.

I am in Rose Street on the monthly lecture, the church crammed, passages and pulpit stairs. Exact to a minute, James Chalmers—the old soldier and beadle, slim, meek, but incorruptible by proffered half crowns from ladies who thus tried to get in before the doors opened—appears, and all the people in that long pew rise up, and he, followed by his minister, erect and engrossed, walks in along the seat, and they struggle up to the pulpit. We all know what he is to speak of; he looks troubled even to distress; it is the matter of Uriah the Hittite. He gives out the opening verses of the 51st Psalm, and offering up a short and abrupt prayer, which every one takes to himself, announces his miserable and dreadful subject, *fencing* it, as it were, in a low, penetrating voice, daring any one of us to think an evil thought; there was little need at that time of the warning—he infused his own intense, pure spirit into us all.

He then told the story without note or comment, only personating each actor in the tragedy with extraordinary effect, above all, the manly, loyal, simple-hearted soldier. I can recall the shudder of that multitude as of one man when he read, "And it came to pass in the morning, that David wrote a letter to Joab, and sent it by the hand of Uriah. And he wrote in the letter, saying, Set ye Uriah in the forefront of the hottest battle, and retire ye from him, that he may be smitten and die." And then, after a long and utter silence, his exclaiming, "Is this the man according to God's own heart? Yes, it is; we must believe that both are true." Then came Nathan. "There were two men in one city; the one rich and the

other poor. The rich man had exceeding many flocks and herds; but the poor man had nothing, save one little ewe lamb"—and all that exquisite, that divine fable—ending, like a thunder-clap, with "Thou art the man!" Then came the retribution, so awfully exact and thorough—the misery of the child's death; that brief tragedy of the brother and sister, more terrible than anything in Æschylus, in Dante, or in Ford; then the rebellion of Absalom, with its hideous dishonor, and his death, and the king covering his face, and crying in a loud voice, "O my son Absalom! O Absalom! my son! my son!"—and David's psalm, "Have mercy upon me, O God, according to thy loving kindness; according unto the multitude of thy tender mercies blot out my transgressions"—then closing with, "Yes; 'when lust hath conceived, it bringeth forth sin; and sin, when it is finished, bringeth forth death. Do not err,' do not stray, do not transgress (μὴ πλανᾶσθε),* 'my beloved brethren,' it is first 'earthly, then sensual, then devilish;'" he shut the book, and sent us all away terrified, shaken, and humbled, like himself.

(*To be Continued.*)

CENTENNIAL POEM.†

BY DR. E. E. HIGBEE.

Breathes there a man with soul so dead,
Who never to himself hath said,
This is my own—my native land?
Sir Walter Scott.

Thus sang the "Wizard of the North:" and all
Who have a fatherland respond, Amen!—
The face of Nature even, which we greet
From day to day, grows with the gliding years
More dear and more familiar to us all.
Her smiles and tears; her festive joy at Spring,
When through th' empurpl'd air of morning rings
The choral chant of the rejoicing birds;
Her summer pride of waving fields and sunshine,
And forests fragrant with the breath of flowers;
Her dreamy rest at Fall, in robes of gold,
And drapery envermeil'd by the frost,
When from the thymy fields the drowsy hum
Of insects rises like a dewy mist;
Her cold and death-like sleep at winter-tide,
Wrapp'd in white winding-sheets of drifted snow,
While the rude winds with noisy minstrelsy
Keep up perpetual dirge; these images
Of sense which with the seasons come and go,
All, with a mighty and yet silent power
Enter the study of our phantasy,
And come to be for youth and hoary age,
An ever sweet companionship; and form
The content, and the precious heritage
Of what we love as our own fatherland.
The hills around us, from whose sombre shade,
Weeping with dew, we hear the whippowill's
Sad chant; the mountains midst whose fragrant vines,
And moss, and nodding ferns, and tangled laurel,
The streams go flashing with their sunlit foam,—
Or where we wond'ring watch the early mist
Sweep o'er the billowy green, and rising leave
The drenched tree-tops; till at last it melts
Into the golden glory of the dawn;
The meadows luscious with the purple clover,
Hedg'd with the gadding briers, and tufted starwort,
And vocal with the songs of lark and sparrow;
The orchards scatt'ring down their wealth of blossom
In snowy flakes upon the verdant sward,
Where wrens are chattering, and orioles
Drop liquid notes building their pendent nests,
And transient warblers linger on their way
To waving forests of the colder north;
The creeks now sweeping by high crumbling bluffs
Where hangs the snowy dog-wood, and where sleep
The blue eyed liverworts on beds of bronze,
Or now, slow-winding by the golden sand
Through chequer'd shade of ragged sycamores,
Or clust'ring willows, or high-arching elms
Amidst whose whisp'ring leaves embower'd the dove
Moans for his mate, while o'er the Valley's deep
Repose, transparent shadows of the clouds
Are floating silently, and vanishing
Like summer dreams;—these all deep in the soul
Are mirror'd. There abide they ever fresh
Before the mind's eye; and no time can dim
Their glory; so that, wheresoe'er we are,
Whether on sea, or on a foreign shore,
As by some magic spell they show themselves,
And thrill the soul, and bear us swift as thought
Back to the home and fatherland we love.

Awake, O love of fatherland, awake!
And thrill each chord of our long slumbering lyre!
Bring back the melodies of home, and break
The dull indifference, the cold desire
With which we greet this consecrated day,
And banish our ingratitude far, far away!
Ye music-haunted hills! Ye mountains grand,
Flooded with glory by the setting sun!
Ye gushing streams of our own fatherland,
Which midst the nodding ferns and laurel run,
Sparkling with light all through the tangled gloom!
Ye meadows purpling with the clover bloom,
And dripping with the lustrous, nectared dew!
Ye earth and air, ye sky and heavens too,
Into one grand, consonant chorus break!
Awake, O love of fatherland, awake!

But not alone what carnal eyes behold
Spread out around our pathway day by day,
Nor what the sensuous ear drinks in of sounds
That fill the very air we hourly breathe,
Makes up the ever dear companionship
Of country and of home. There is a life
Of will and reason;—sounds etherial;
Visions that fade not with the setting sun:—
Wrapp'd up and hidden in our mother-tongue;
Felt by the lisping boy, yet not reveal'd
Save to his ripened manhood, when the deeds
And thoughts which make his country's history
Beam in upon his spirit. Then he hears
And sees, awe-struck, the marshalling of nations
To this decisive battlefield of Freedom;
He sees the Mayflower, laboring with storms,
Bearing to Plymouth Rock heroic freight;

* James i. 15, 16. It is plain that "do not err" should have been in verse 15th.

† Delivered by Rev. E. E. Higbee, D. D., then President of Mercersburg College, at the Centennial Celebration at Chambersburg, July 4th, 1876, of the hundredth anniversary of the declaration of Independence.

He hears the ever-busy Hollander
Fastening his fishing posts and little wharves
Where now are seen the navies of the world;
He walks with peaceful Penn to Indian treaties,
And, through primeval forests from the sea
Crossing deep valleys, scaling rocky heights
And cloud-capp'd mountains, to the streams that join
And sweep far-reaching to the tropic Gulf,
He marks with wond'ring gaze the broad and firm
Foundations of this regal State; he sees,
Flocking to these inhospitable shores,
The frugal Swedes and toiling Palatines,
The rugged chamois hunters of the Alps,
And honest working journeymen of Darmstadt;
He sees the cultur'd English cavaliers
Facing the March winds on St Clement's isle,
Ready to rear upon its vine-clad shore,
Or in the mossy wilderness beyond
Another holy Lindisfarne or Yarrow:
He sees the persecuted Huguenots,
"To bear their household Gods to Latium,"
Leaving their sunny France, and hurrying
Into the gloomy oak-groves of the Cooper;
He sees,—and feels that these, whate'er their tongue,
Were the great grandsires of his native land,—
The noble Argonauts, who sail'd through seas
Adventurous to happier shores than Colchis,
And seiz'd a dragon guarded golden fleece
Richer by far than that which Jason won
Help'd by the potent herbs of fair Medea.

Awake, O love of fatherland, awake!
Bid every chord pour forth exulting tones!
Bring back these olden heroes! let them take,
This day among us all their well earned thrones
Of reverence, their crowns of richest gems,
Their royal robes of state, their purple diadems!
From Plymouth's storm-lash'd rock; from Pequot's bay;
From Saybrook's loop-holed fort; from rocky falls
By Mystic stream and its wild madd'ning fray;
From Salkehatchie's banks and bosky dells
Red with the carnage of the Yamasees;
From Penn's "greene countrie towne" embower'd with trees;
From East and West, from South and farthest North,
The grandsires of the century gone, come forth!
And into one high, joyous chorus break!
Awake, O love of fatherland, awake!

Our grandsires were but pilgrims: walk'd by faith,
Not sight. They hardly saw the grapes of Eshcol
Brought back by spies, yet fought the Anakim,
Fierce giants of the woods. With longing hearts
By forest camp-fires and in log-lock'd huts
The pomp of Memphis they recall'd, and saw
Again the cultur'd pasture-fields of Goshen,
But wearied not. Pillar of cloud and fire
Guarded and led them tow'rd the Promised Land.
They fell'd the forests; till'd their narrow fields;
Founded their schools, forgetting not the groves
Of Academus and the painted Porch;
Rear'd sanctuaries, and from tow'ring spires
Sent sounding through the misty hills and valleys
The solemn melody of Sabbath bells;
Built up their coast-land towns and busy harbors,
Where, when they came, the fearless Indian plied
Sportive his light canoe, and naught disturb'd
The hush of twilight but the paddle's dip
And murm'ring waterfalls. Patient they wrought;
Made laws and magistrates, and fix'd the base
Of venerable senates, with a skill
Unequal'd by that fabled Tyrian Queen
Who fled from covetous Pygmalion.—
But now, (and who can tell how much of light
Lies hidden in God's darkest providence?)
Britain's mad king and lordly parliament,
Who should have priz'd this jewel of the crown,
And striv'n to give it a still brighter lustre,
Spurn'd it, and barter'd it for temp'ral gain,
And would have trampled it beneath their feet,
Had not the Guardian Angel of our Land
Swift interpos'd his mighty wings, and saved,
With withering rebuke, the glitt'ring gem
From such base usage.
To guard this heritage of toils and tears,
And hand it down free from tyrannic rule
With countless blessings to the distant ages;
To make their children's homes, homes of the free
And not of bondsmen to a foreign lord;
To raise the massive columns of a State
O'er whose proud capitol should ever float
In storm and sunshine Freedom's glorious banner,
Our fathers boldly at the monarch's throne
Threw down their gage of battle. All undrill'd,
Sires and sons burnish'd their rusty swords,
Rush'd from their quiet hearthstones to the streets
Of Lexington and Concord, bared their breasts
Indignant to the charge, and hurl'd the taunt
Of 'rebels' back again in Pitcairn's teeth
With fiery vengeance. Like disturbed wasps
Around their shatter'd nest, they yielded not,
But darted on the foe. From barns and sheds,
From breastworks frail of budding copse and trees,
They fought, and drove th' invaders back again,
And made that April day a day of glory.
Up midst the northern woods where Horicon
Pours out into the Glen its noisy waters,
Heroic Allen seiz'd the grim old fort,
Thrice batter'd in the Indian wars, whose ruins,
Majestic still, cover'd with moss and harebell,
Linger, and smile upon the charming bay,
And catch the fragrance of the lilied marshes;
Down by the sea-coast, through the summer night,
The gallant Prescott and his toiling troops
Threw up their breastworks of the dewy sod,
And on the morrow drench'd them with their blood,
When Warren fell, and made forever sacred
The memory of Bunker's Hill: and now
Led by our greatest hero,—name immortal,
Which neither monument of brass or stone,
Nor storied page, nor poet's high-wrought song
Can make more dear and holy,—led by him
Through night and storm, defeat and victory;
Through the sharp agonies of Valley Forge,
And Monmouth's hard-won conflict; onward still
With ever calm and skillful energy,
Until amid October's fading leaves
The siege of Yorktown and the war was ended,
Led on by him, our fathers fought and conquer'd,
And made this day and this Centennial year
A nation's ornament and glory.

Awake, O pride of fatherland, awake!
Give to the lyre this day triumphant tones!
Bid willing hearts and hands fresh chaplets make,
And coronals of costliest gold, and thrones
Of glowing amethyst, and rubies red,
Meet for the high presence of the heroic dead!
They live again as in the days of yore!
They come from northern tarns unknown in song,
From where the Mohawk's dashing waters roar!
Allen and Putnam, and a noble throng
Of fearless foresters come pouring forth
Belted like hunters, from the rugged North!
They come from Southern swamp, and sunny glade,

Moultrie and Marion with his wild brigade!—
High in advance, where thousands follow on,
Rides the great chieftain, the immortal Washington,
And all, beneath the flag, to God thanksgiving make!
Awake once more, O pride of fatherland, awake!

But not the past alone is theme for song.
Our starry banner still floats o'er the free.
And hopeful pilgrims to our shores still throng,
From continents afar, and islands of the sea.

The voice of strife is hush'd; and not a home
Now hears the tramp of war, or clarion shrill;
But to our jubilee the nations come
Bringing their peaceful products of long cultured skill.
God's blessings still are ours. In all our ways
He guides, Who saves mankind from sin and shame;
And thousand thankful hearts this day shall raise
Exultingly "Te Deums" to His glorious Name.

But time forbids that we prolong our strain.
Back to our beechen shade gladly we go,
There to recline, and meditate again
Some rustic song on slender oaten pipes to blow.

The willow-hedge, fed by Hyblæan bees,
And country calm is our befitting realm;
To hear the woodman's song float on the breeze!
And turtles softly cooing from the airy elm.

DOCTOR JOSHEE.

BY MARY LANSING.

THE silence of a thousand years concerning the condition of the high caste Hindu women has been broken by a representative woman from the city of Poona, in India. In the autumn of 1883, there came to Philadelphia a little lady in a blue cotton gown, called Mrs. Anandibai Joshee. She was but eighteen years old, though in her land of child-marriages, she had been a wife for nine years. An intense desire to elevate her countrywomen and minister to their physical needs in her own person, caused her to make the superhuman effort of crossing the sea to "the holy land called America," that she might study medicine in one of its colleges. It is a great step for a Hindu woman to cross the sea, and cut herself off from her people, and nothing but an invincible faith in the ultimate accomplishment of the disenthrallment of Hindu women could have given her strength to do it. She believed that the want of women doctors was the cause of hundreds and thousands of women dying prematurely. The women are naturally more reserved than in other countries, and most of them would rather die than speak of their ailments to a man. With this single-hearted purpose, this high caste Hindu woman settled down to work in the Woman's Medical College of Pennsylvania, with a degree of intelligence and industry that was a revelation to those about her.

The great-hearted dean, Rachel Bodley, became interested in her at once, as she listened to the brave, patriotic resolve that had brought this gentle, grave woman across the seas. "I will go to America," she said, "as a Hindu, and come back and live among my people as a Hindu," a resolve which was carried out to the death. The dean says, "She tried faithfully, this little woman of eighteen, to prosecute her studies, and at the same time to keep caste-rules, and cook her own food; but the anthracite coal stove in her room was a constant vexation, and likewise a source of danger, and the solitude of the individual housekeeping was overwhelming." In her father's house the congregate system prevailed, and being a man of means, the family was always large. Later, when under her husband's care, he had been in the postal service, and the dwelling apartments were in the same building with the post-office, hence she had never known complete solitude.

"After a trial of two weeks, her health declined to such an alarming extent that I invited her to pay a short visit in my home; and she never left it again to dwell elsewhere in Philadelphia during her student residence." In the performance of her college duties, the dean adds, "Going in and out, and up and down, always in her measured, quiet, dignified, patient way, she has filled every room, as well as the stairways and halls, with memories which now hallow the home, and must continue so to do throughout years to come."

The brave student completed her studies and graduated with honors in March, 1886, being the first Hindu woman to receive the degree of doctor of medicine in any country. She was appointed, early in June, to the position of physician in charge of the female ward of the Albert Edward Hospital, in the city of Kolhapur, India, and sailed from New York in October to assume her duties in Kolhapur. She had battled with every circumstance, and resolved to live and work as a Hindu, for the uplifting of her sisters, but all in vain. After years of exile, she found herself in the home of her childhood, only to learn that she was sinking beneath the wasting hand of illness. "I have done all that I could," was her pathetic message to her American friends, as in February, 1887, four short months after her return, she passed away, in the city of Poona, in her

mother's arms, in the house in which she was born. The city was stirred as never before to honor a woman, and amid the pomp of Brahmanical funeral rites, her funeral pile was lighted from the sacred fire by orthodox Hindu priests in the presence of a great throng of sorrowing Hindus. The hopeful expectations of her countrywomen were dissipated; but who can tell the extent of her influence? It may be that she has accomplished more by her death than she could have done by a long life.

When her husband and herself returned from a foreign land, where they had dwelt with a strange people, they ought, by Hindu custom, to have been treated as outcasts, and their very shadow shunned. Instead, when it was known that the distinguished young Hindu doctor had reached her early home, old and young, orthodox and unorthodox, it is said, came to pay friendly visits and to extend a cordial welcome. Even the reformers were astounded when the papers eulogizing her said, "We ought as a people to do something that will remind us of her and bear witness forever to her wondrous virtues; in our opinion, this debt of gratitude to Anandibai cannot be better discharged than by providing a lady who will be willing to study medicine, with all the pecuniary aid necessary. Thus may the memory of the late distinguished lady be perpetuated."

To appreciate the strength of Doctor Joshee's desire to elevate her countrywomen, one must realize their degraded condition. A son is the most coveted of all blessings that a Hindu craves; but if a daughter is born, the father coolly announces that "nothing" is born into the family, by which expression it is understood that the child is a girl. Female infanticide is so largely practised that the census returns of 1881 show that there are fewer women than men in India by over five millions. A familiar blessing invoked upon young girls by the elders and priests, is, "May'st thou have eight sons, and may thy husband survive thee!" The earlier the act of giving the daughter in marriage, the greater is the merit, for thereby the parents are entitled to rich rewards in heaven. Eight years is the minimum, and twelve years of age the maximum marriageable age for a high caste girl. After marriage, she is a kind of impersonal being. She can have no merit or quality of her own. Their sacred writings declare that "Whatever be the qualities of the man with whom a woman is united in lawful marriage, such qualities even she assumes, like a river united with the ocean." There is one redeeming point; although the woman is looked upon as an inferior being, the honor bestowed upon the mother is without parallel in any other country. One of the great commandments of the Hindu scriptures is, "Let thy mother be to thee like unto a god!" But this has a reverse side, for the scriptures further say, "Day and night women must be kept in subjection and dependence by the males of their families." She is forbidden to read the sacred scriptures, or to pronounce a single syllable out of them. She is never to be trusted, and matters of importance are never to be committed to her. She is the property of her husband, and is classed with cows and camels.

But the worst and most dreaded period of a high caste woman's life is widowhood. Throughout India it is regarded as the punishment for horrible crime, or crimes committed in a former existence upon earth. Self-immolation, by the terrible custom called suttee, has been prohibited by English law since 1844. But though widows are not burned on the funeral pile, their fate is scarcely less horrible. They are deprived of every ornament, and of all the things they love to have about them. The heads of all widows must be shaved every fortnight, and a Hindu woman thinks it worse than death to lose her beautiful hair. Girls of fourteen and fifteen, who hardly know the reason why they are so cruelly deprived of everything they like, hide their faces in dark corners, as if they had done something shameful or criminal. The widow must wear a single coarse garment, white, red or brown. She must eat only one meal in the twenty-four hours. She must never take part in family feasts or pleasures. A widow is called an "inauspicious thing." It is unlucky to behold a widow's face before seeing any other object in the morning. A man will postpone his journey if his path happens to be crossed by a widow at the time of his departure. There is not a day in her life that she is not cursed as the cause of the death of their beloved friend. In short, her life is made as intolerable as possible. Her days, destitute of knowledge or hope, empty of all pleasure, are a perpetual martyrdom.

The ignorance of the women of India is dense. Indeed, it is a popular belief among high caste women that it is a shame for a young woman or girl to hold a paper or book in her hand, and that their husbands will die if they should read or hold a pen in their fingers. The fear of becoming a

widow overcomes the hunger and thirst for knowledge, naturally.

Doctor Joshee's success shows they are capable of receiving education, and if representative women, like Anandibai and her kinswoman, Ramabai, will fit themselves to teach by precept and example their fellow-countrywomen, they may be made the equals of any women in any civilized countries.—*Education.*

VALUE OF MUSIC IN EDUCATION.*

IT has been truly said, "The education of the senses neglected, all after-education partakes of a drowsiness, a haziness, an insufficiency, which it is impossible to cure." In the education of the senses vocal music has a work to do which it alone can do. No means can be devised through which the ear can be trained to such accuracy as through the study of music. Just here comes the objection, "Some people have no ear for music, and the training which you suggest for general use in school will be valuable to only part of those who take it." It is for these very ones I would urge the study of music most strongly. Is there no cause for lamentation in the fact that some go through life deaf to sweet sounds? Have you no sympathy for one who never knew the exquisite pleasure of hearing the musical modulations of the human voice? And yet that there are such, we must acknowledge—people who hear with perfect distinctness, and yet are deaf to variations in pitch. That this deficiency may be remedied has been proved beyond a doubt, and those who have seen children when this new sense was being developed know that it means the opening up of a new and most delightful field of enjoyment. The happiest faces in my classes are those of children who had absolutely no perception of pitch when we began our work in singing, but who now sing as sweetly as their more gifted companions. Is it fair to compel some children to go through life minus a sense through which comes one of Heaven's highest, purest enjoyments, just because their fathers lacked the opportunities for cultivation, when with a little care and labor we can awaken the dormant possibilities, not only of this child but of all his race which shall come after him? The cultivation of this sense goes hand in hand with the cultivation of the eye, in awakening a love for the beautiful. And as you would acknowledge that a teacher of drawing who failed to train the eye to see the beauties of nature, who failed to awaken the interest of the child in beauty of form and color, who forgot the study of light and shade, had omitted the most important part of her work; so you will agree with me that the music teacher who fails to train the ear to the appreciation of melodious sounds, who awakens no love for what is truly artistic in music, falls far short of her duty as a teacher of this most refining and elevating of arts. The refining influence of good music is most noticeable in the discipline of a school. Where singing is a daily exercise, the rod is usually banished as a useless piece of furniture.

I remember finding the children to whom I was about to give a music lesson, in a most disorderly condition. Something had occurred which had aroused their displeasure, and they were making known their feelings by the various mischievous tricks in which school children are so skilled. The room was too noisy for words, so I took my seat at the piano and began playing a quiet air. The noise gradually subsided, order soon reigned, and in the place of scowls and troubled looks I saw smiling, peaceful faces. The music had done for me what neither coaxing nor scolding could have done so quickly or so well. There is certainly some valuable force in an art that reaches the feelings so readily and with such magic power.

Since mental discipline receives so much attention there would seem no necessity for adding to the school curriculum any further work with this aim; but since it is considered so important a part of education, the mental discipline gained from the study of music may in the minds of some add to its desirability as a factor of school work. Watch a class of children singing a new song at sight; success means perfect concentration of mind. If the eye wanders, if the mind is disturbed by any other thought, the time or pitch is lost and the singer goes astray. Listen to the singing of a new part-song. Here are four different tunes being read at the same time, and with the learner this requires the closest attention to one's own part, or he is at once carried away by some stronger or more attentive neighbor. Sight reading demands the most careful attention, accurate and rapid thinking, and complete concentration of mind. Have we any other school exercise whose practice affords better opportunities for discipline?

To what extent moral training may be carried by the school teacher is still an open question. Even though all agree that moral rectitude is of more value to a man than physical strength or mental agility, there still stands the perplexing question, what can we do for the morals of the child during the period of school life?

Many have stood aghast as the laws in different States have forbidden the reading of the Bible in school, and we have heard the fear expressed that America would eventually become a godless country of godless schools. But such doubters have not looked beneath the surface, else they would have seen the slow and steady progress of goodness and truth, whose resistless forward march no laws of man can impede.

If we may not read the Bible, no law forbids that we make the right way the pleasant way, no one objects when beauty and truth are made the object of the child's efforts, no voice protests when we teach obedience from lofty motives. Is not this teaching morality? The day is fast passing when children may grow up in civilized communities with the barbarous idea that all good things are disagreeable and all evil attractive. We have learned that where this idea has taken root the fault was not in the essence of the good thing, but rather in the false light in which it was presented to the childish intellect. Teachers have been ignorant and unskilled in unfolding the truth, for truth itself, if made understandable, must always be attractive.

So I claim that an element which helps to make the school-room a pleasant, cheerful place, which makes obedience a pleasure, and creates a love for the good, the true and the beautiful, assists in the moral training of the young. That music does this none deny. Did you ever see a room full of children as they joined in singing a song they thoroughly enjoyed? If you have, there remains no doubt in your mind, as to whether or not those children were made happy by their music.

* Read before the New York State Teachers' Association at Brooklyn, by Miss J. E. Crane, Teacher of Music in the State Normal School, Potsdam, New York.

Good music arouses a spirit of good will, creates a harmonious atmosphere, and where harmony and good-will prevail, the disobedient, unruly spirit finds no resting place.

Herbert Spencer puts his final test of any plan of culture in the form of a question, "Does it create a pleasurable excitement in the pupils?" Judged by this criterion, music deserves the first rank, for no work done in the school room is so surely creative of pleasure as singing.

Do we not agree, then, that vocal music has power to benefit every side of the child nature? And in these days, when we seek to make our schools the arenas where children may grow into symmetrical, substantial, noble characters, can we afford to neglect so powerful an aid as music?

"But," I am asked, "if music has so great a power, why have we not seen better results in schools where it has been introduced?" Many will answer, "We have seen these results." But that music has been a failure in many places, and that it often falls far short of its possibilities, we must admit. The cause for this is readily seen, if we examine the conditions where the failures have occurred.

When music first began to attract attention in this country as a desirable addition to regular school work, it was supposed that any student of music could teach the children to sing. If a young lady had a sweet voice and could sing a few songs to the delight of her friends, she was immediately elected music teacher for the town schools, without one question as to whether she had any tact with children, knew anything of educational principles or even of the principles of music. One who had studied the piano for years was supposed to have all the knowledge, tact and skill necessary to teach music to the innocent little ones, and a man or woman who had spent a year in some European Conservatory was a treasure most eagerly sought after.

This was a most natural mistake, and one that has been made in the infancy of other kinds of school work. The teachers first thought best fitted to introduce manual training into the schools were skilled workmen, but they failed to secure the results for which this work was intended, because their aim was to train artisans; the educational side of manual training did not appeal to them.

So our first teachers of music in schools sought to make musicians of their pupils, but having no pedagogical basis for their teaching, failed not only to accomplish the true aim, but even their own narrower one.

Educators soon saw the cause for the failure, and then came a revolution. Since musicians had failed in the work from a lack of knowledge of the principles of teaching, the regular teachers, understanding these principles, were voted the ones upon whom the duties of the music teacher should fall. In some cities the edict has been proclaimed, "Every public school teacher must teach music."

This plan is apparently working better than the first, showing that skill in teaching is a more important requisite to good results, than profound knowledge of the subject taught; but that it can ever fully succeed, without better musical advantages for the regular teacher, is unreasonable to suppose. Did you ever hear of anything worth learning which could be taught by one who had not learned it herself? A teacher must certainly be a wonder who can take up a subject of which she knows nothing, and so teach it to her pupils as to make it either pleasant or profitable.

That the regular teacher is the one to do this work I agree, but against her being expected to do it with the present meager advantages for preparation, and without the supervision of a special teacher, I protest. She can not study the subject with private teachers; it would with some teachers take almost a week's salary to pay fore one lesson; and yet if she is to be intrusted with the care of children's voices, no training is too good for her.

If we are thoroughly convinced of the value of music in the public schools, let us establish schools of music for teachers, (it has been done for teachers of drawing) schools where music is placed upon a thorough pedagogical basis, where teachers may learn what good music is, and how to teach it at the same time; schools where the care of the voice shall receive due attention, from which teachers may be graduated capable of making the music lesson the true means of culture, which it must be when properly taught.

Has the time not come when we should demand that all institutions which train teachers for the public schools shall afford such musical advantages as are necessary to properly prepare them for the positions they must hold? Simple justice will dictate that the expense of such instruction should bear some reasonable relation to the salaries which teachers receive.

Until some adequate means for the preparation of teachers is afforded, music can never hold the place in any system of education which it rightly deserves.

But this fact is being more thoroughly appreciated, day after day, and the good work advances. When the time comes that none are deaf to the grand harmonies with which God has so abundantly provided us, when none are dumb but all can join in hymns of joy and praise, I see the schools and churches of our land filled with a healthier, happier, holier people; and as I hear the majestic strains which rise from the united voices of the mighty congregations, I bow my head in awe and thankfulness for this most Divine of Arts.

"THE FREE SCHOOL DID IT."

IT is not unusual to hear and read complaints against our schools and the work they have done and are doing. Some regard them as a panacea for all ills and, because they are not perfection, declaim against them. It is, hence, refreshing indeed to meet commendation where one would hardly expect it. In the *Century* Magazine Joe Jefferson, the noted actor whose Rip Van Winkle is a household word, is publishing his autobiography. Among the incidents of his early life we find the following. It is a strong compliment to the schools, and all the stronger because of the direction from which it comes.

"At the end of the season—which does not seem to have been a very eventful one—our company, under the same management, traveled up the Mississippi River to St. Louis, acting there during the summer. The only occurrence worth noting so far as I was concerned happened on the night

of the Fourth of July, when the company was called on by the management to sing The Star-Spangled Banner. I was in a feverish state of excitement all day, having been selected to give the first stanza. I had studied it and re-studied it so often that I knew it backwards: and that is about the way I sung it. But I must not anticipate. The curtain rose upon the company partly attired in evening dress; that is to say, those who had swallow-tail coats wore them, and those who were not blessed with that graceful garment did the best they could. We were arranged in the old conventional half-circle, with the "Goddess of Liberty" in the centre. The "Mother of her Country" had a Roman helmet—pasteboard, I am afraid—on her head, and was tastefully draped with the American flag. My heart was in my mouth as the music started up, but I stepped boldly forward to begin. I got as far as "Oh, say, can you see?" and here the words left me. My mind was blank. I tried it again: "Oh, say, can you see?" Whether they could see or not, I am quite sure that I couldn't. I was blind with fright; the house swam before my eyes; the thousand faces seemed to melt into one huge expressionless physiognomy. The audience began to hiss—oh, that dreadful sound! I love my country, and am, under ordinary circumstances, fairly patriotic; but at that moment I cursed our national anthem from the bottom of my heart. I heard the gentle voice of the Goddess of Liberty say, "Poor fellow!" The remark was kind, but not encouraging. The hissing increased. Old Muller, the German leader, called out to me, "Go on, Yo!" But "Yo" couldn't go on, so "Yo" thought he had better go off. I bowed, therefore, to the justice of this public rebuke, and made a graceful retreat. My poor mother stood at the wings in tears; I threw myself into her arms, and we had it out together.

"Of course I intend this anecdote to illustrate one of my early professional distresses, but it has another and a more important side to it. The hissing and jeering that were so liberally bestowed on me will never be vented again in this country for so slight an offense. The well-dressed, decorous audience of to-day, when an accident occurs, sits quietly, bearing it with patience and consideration, and when it is righted they break forth in encouraging applause. Look at the decorum observed by the vast assemblages that go to witness our national games. Disturbances are very rare. It would have been indecorous, if not dangerous, when I was a boy, for ladies and gentlemen to visit any public grounds containing such large masses of people, whereas now they can do so with perfect safety. What lies at the foundation of this improvement? People went to church in those days as readily as they do now, and the laws were administered quite as rigidly. There is only one solution to this problem: *The Free School has done this work.*"

DR. JOHN BROWN, OF EDINBURGH.

A MAN BELOVED OF HIS FELLOWS.

AMONGST the recent examples of men whose melancholy has been in the highest degree attractive, perhaps the most remarkable was the late Dr. John Brown, of Edinburgh, of whom a charming and most delicate study has just been published by one of the youthful friends in whose society he took so much delight. What was it that made this man, of whose literary work only two or three volumes of miscellaneous writings are known to the world, "Rab and his Friends" being perhaps the most popular, and his sketch of little Marjory Fleming (Sir Walter Scott's pet) the most exquisite, so much more fascinating than even his own fascinating work? We believe that it was the singularly delightful mixture of tenderness, humor, and melancholy in his life and conversation. No man ever understood animals so well; no man ever loved children better; no man ever discerned more clearly the glory as well as the gloom of life; and no man ever felt the gloom more profoundly, not in the fashion of what one might fairly call Swift's selfish fury—if Swift were really in any way responsible for his own savage indignation—but in the way of real bewilderment when the light he loved so much, and in which he basked so gratefully, suddenly left him, and a great mist appeared to bolt out for him even the hand of God.

Pity and reverence were the two chief elements in his nature, though to them was added a keenness and vivacity of perception which would alone have been enough to ensure happiness, had not the pity been so unusually deep and tender; but keenness and vivacity of preception alone would never have given Dr. John Brown the fascination which made him, as one of his friends said of him, "act as a magnet in a room," and draw every one toward him. "'I'll tell Dr. Brown,' was the thought that came first

to his friends on hearing anything genuine, pathetic, or queer," says the writer of the beautiful little notice to which we have already referred; "and the gleam as of sunlight that shone in his eyes, and played around his sensitive mouth as he listened, acted as inspiration, so that friends and even strangers he saw at their best, and their best is better than it would have been without him. They brought him of their treasure, figuratively and literally too, for there was not a rare engraving, a copy of an old edition, a valuable autograph, anything that any one in Edinburgh greatly prized, but sooner or later it found its way to Rutland street, 'just that Dr. Brown might see it.' It seemed to mean more, even to the owner himself, when he had looked at it and enjoyed it."

What was it that gave him that magnetic attractiveness? Partly, no doubt, his fine sympathy and vigilant observation, for his friends hardly knew what to think of a saying or a thing till he had appreciated it; but even more, we think, that pathetic melancholy which so often made him close his eyes as if to rest himself from sad visions, and which made every one who loved him (and that was almost every one who knew him) wish to minister to him food for pleasant reflections. And how surely did his presence teach them what to say, so as to go to his heart, teaching them to speak to him with just a dash of serious tenderness, and a dash of playful humor such as he loved to hear. "When one day he spoke of driving with him as if it were only a dull thing to do, I told him that when he asked me I always came most gladly, and that I looked upon it as a 'means of grace.' He smiled, but shook his head rather sadly, and I was afraid I had ventured too far. We did not refer to it again, but weeks after he came up to me in the dining-room, at Rutland street, and without one introductory remark said: 'Means of grace to-morrow at half-past two.'" It was in driving home on this occasion that he told his young companion of the difficulty he found in recalling the voices of those whom he had lost, and spoke of his wife's voice. "'For three months,' he said, 'I tried to hear her voice and could not; but at last it came,—one word brought it back.' He was going to say the word, and then stopped, and said, 'No, it might spoil it.'"

This was the man who had such an intimate sympathy with all the dogs in his neighborhood, and when asked if he had looked so eagerly out of the carriage because he had recognized an acquaintance, he answered: "No, it's a dog I don't know." —to him a much more remarkable occurrence than the recognition of any one he did know. Yet with all his eagerness of friendly feeling for half the world, the belts of clouds in his life were more remarkable than the gleams of sunshine; the involuntary shutting of the eyes was at least as characteristic as the quick humor of his smile; the sense of pathos which his presence left upon one, deeper than the sense of genial and sunny wit. And to our thinking, though he could not be the universal magnet he was without his humor and swiftness of glance, still less could he have been that magnet without his gentle and pathetic sadness.

What is it that makes such a character so fascinating? To a very considerable extent, of course, its wide and delicate sympathy. The nature that can discriminate, as Dr. John Brown did, the characters of men, the characters of children, and the characters of dogs, and so delineate them that thousands of readers have made them into familiar friends, more intimate even than their own intimates, could not but fascinate. But Dickens had a far greater power of delineation, and yet nothing like the same exquisite attractiveness.—*The Student.*

AUTHORS IN CONVERSATION.

BY W. H. SMALL.

ONCE Dr. Johnson remarked, "It is wonderful what a difference there sometimes is between a man's powers of writing and of talking." Among authors it runs the whole gamut of possibilities, from Goldsmith, who "wrote like an angel but spoke like poor Poll," to the brilliant and versatile Macaulay, who, Sidney Smith caustically said, "talked until he overflowed and stood in the slops." What are the peculiar convolutions of the brain, or proportions of gray matter, which bring about so seemingly contradictory results?

Dr. Cutter says, "The higher mental faculties require the concerted action of different parts of the cerebral surface." Do the correlated parts act in concert in writing, but, affected by external conditions, refuse to act in conversation? Does the one require a different brain action from the other? Is it some bumptious growth of the skull? Psychologist, phrenologist, scientist, who will answer?

Apart from this, the facts themselves are interesting. Dr. Johnson considered that for conversation, "there must, in the first place, be knowledge; in the second place, there must be a command of words; in the third place, there must be imagination; and in the fourth place, there must be presence of mind." Authors certainly do not lack the first three, but we find many who seem to have lacked the presence of mind. Shyness sent Hawthorne into concealment in the fields to avoid conversation. Irving at home was a lively talker, with plenty of fun and drollery, but "when among strangers, where he was conscious of particular or critical observation," his vivacity and wit and drollery failed him. Whittier is equally shy and reserved. Byron did not like to meet strangers, saying they expected great things of him, and he was only a "common man in conversation." Addison's difference in power of conversation and power of writing is pithily expressed by his remark: "I have only ninepence in my pocket, but I can draw for a thousand pounds."

Longfellow's natural reserve made it sometimes impossible for him to express himself in ordinary intercourse, and Hugh Miller's shyness would not allow him to accept invitations to general gatherings, though he was a cordial and entertaining host. Gloom and taciturnity due to bad habits, lack of popular favor, or peculiar nervous temperament, have affected others. De Quincey says he "didn't speak a hundred words while at Oxford." All through life he disliked to travel by rail or coach, lest fellow-passengers should try to talk with him. Swift was equally taciturn, pungently saying in excuse, "The greatest talkers are the least doers, as the still cow eats up all the broth," and Steele says Swift's turn in conversation was peculiar to that gentleman. Dr. Young was gloomy in conversation: Dryden, "slow and dull," so poor a talker that Charles II. did not believe he had written *Hudibras*. Even Thackeray was heavy in conversation. Some have been self-contained, and enjoyed sufficiently the luxury of their own minds. Pope and Byron both preferred seclusion "to the most agreeable conversation."

Some authors have been mentally *ambidextrous*, and could talk and write equally well. Johnson was much sought for his conversational powers. Hallam was a copious talker, and would keep the conversation brisk and spirited. Moore was welcomed everywhere because of his affability and entertaining powers. Irving said he was "always a sprightly and reliable conversationalist." Scott was a master spirit, "as glorious in his conversation as in writing." Coleridge was brilliant and indefatigable, while Miss Edgeworth could talk even *better* than she wrote.—*N. E. Journal of Education.*

QUESTIONS FOR TEACHERS.

1. Do we know that faithful daily preparation is necessary to the best of work?

2. Do we know that illustrations should be plain and easily understood, but not bookish?

3. Do we know that mental food should produce mental muscle and not intellectual fat?

4. Do we know that every truth has limitations, and that the wisest method may be used to excess?

5. Do we know that time spent in studying principles and history of education yields a large percentage on the investment?

6. Do we know that we cannot make the work interesting to pupils unless we have thorough, accurate knowledge of the subjects taught?

7. Do we know that we should be careful to utilize, as far as possible, both the good and bad answers given by pupils in the recitation?

8. Do we know that no time should be spent in telling pupils what they already know, or what they could find out by their unaided efforts?

9. Do we know that good recitations lessen the burden of government, beget enthusiasm, and do away with worry of teaching?

10. Do we know that corrections should often be given by leading the pupil by questions to see his error and to make his own correction?

11. Do we know that no teacher can be successful who does not realize the prime importance of securing the attention of the pupils during the recitation?

12. Do we know that we should angle with facts as bait to draw out of the pupils what we did not directly put in, and what they did not know was there?

13. Do we know that the prime object of teaching is to train pupils to work for themselves, and that teachers who question well are those who give this training to pupils?

14. Do we know that we should never try to make our pupils and their parents believe that we are accomplishing more than we really are, or can accomplish?

15. Do we know that if we send our pupils out without a thirst for knowledge and a desire to study, to read, to think and learn all they can, our work is a failure?

16. Do we know that thoroughness does not consist in repeating and reviewing at stated times, but in careful, concise examination of each lesson and its relations as we pass over it?

17. Do we know that there are but few things so vicious as the attempt on our part to coax pupils' attention by supplying a perpetual fascination through devices, or by personal favor?

18. Do we know that some teachers who boast of long experience and who claim special privileges on account of it, violate almost every principle of scientific method of teaching?

19. Do we know that to secure and hold the attention of classes, we must be earnest and animated; that we must thoroughly understand our work and present it in the most attractive manner?

20. Do we know that the teacher who carefully cultivates every faculty of his mind, and who gives his time, his labor and his thoughts to his studies, and the best way of teaching them, is the one who succeeds?—*The Training Teacher.*

DEFECTS OF NORMAL SCHOOLS.

BY WILLIAM NOETLING.

IN a series of articles, some of which appeared in the last year's numbers of *The Journal*, the writer of this pointed out some of the defects in the management of our State Normal Schools. In the present article he will call attention to others no less detrimental to the best interest of the schools than those heretofore mentioned.

Some of the schools still seem to have occasional exhibitions of bastard elocution, or frantic declamation; a mode of public reading or recitation in unnatural tones of voice, accompanied by all sorts of grimaces and meaningless postures and gesticulations. Of this unmeaning kind of performances, a writer in one of the numbers of *Educational News* said: "The average elocutionists are full of antics and outlandish mannerisms, which only attract painful attention to themselves instead of to the merits of the composition. They dance about the stage with a studied pose and gesture, with peculiarities of voice, idiotic and disgusting, to say the least. They make not only vain attempts to imitate birds and beasts, but practice many other freaks and ungainly contortions, to the utter disgust of the more refined of their audiences."

At the meeting of the Department of Superintendence of the National Educational Association, held in Washington February, 1888, one of the speakers, in discussing the place of elocution in education, said of bastard elocution: "This kind of elocution is already in its death agony; it may die hard, but it is bound to go; yet through it the art has fallen into disrepute, not only among educational men and dramatic artists, but among people of culture and taste in every profession."

The history of the United States not unfrequently appears to be taught more for the purpose of enabling the students to pass the examination than for giving them a comprehensive knowledge of the causes that have been operative in producing the nation's growth. Tracing the march of armies in the different wars in which the country has been engaged, learning the names of the commanding officers, the number of the killed and the wounded in the various battles, may gratify curiosity and produce a spirit of blood-thirstiness, but it is doubtful whether it meets the ends for which history claims a place among the branches of study in our schools.

Peculiar views, too, seem sometimes to be entertained concerning the matter to be taught as geography and the mode of teaching it. From the manner in which the learners are expected to pursue the study, one can scarcely come to any other conclusion than that the teachers consider each State or political division of a country, as a separate and distinct act of creation, each division differing from every other in its climate, productions, industries, races of men, government, religion, and so forth.

That drawing is an important aid to the teacher, that it increases his power manifold, is a fact that no one who has any fitness to pass judgment upon it can doubt. Every student who enters upon the work of the Senior year (the professional work) should be able to sketch rapidly pictures of any common objects. This, indeed, is what is expected, but the expectations are not realized in one case in a hundred. In the majority of instances they are unable even to copy pictures, much less to draw them without the copies. To what purpose the twenty-one weeks of so-called drawing are spent, it is difficult to tell, unless it be simply to put in the weeks without the drawing.

A more farcical performance and waste of a student's time can scarcely be imagined.

J. A. McLellan, LL. D., Inspector of High and Normal Schools, Ontario, Canada, in speaking of drawing as it can and should be taught, says of what he saw in one of the Massachusetts Normal Schools, "It is admirably taught, and the skill and power of the teacher are seen in the results produced. The students possess no mean skill in it, and an admirable facility in using it in the work of teaching. Place a teacher thus trained before a blackboard with a crayon in his hand, note the rapidity and accuracy with which he will produce a picture of anything, and it will be admitted that his power as a teacher is increased tenfold by his skill as an artist."

Penmanship should receive attention from every teacher who requires writing to be done; and there is no better or quicker way of training pupils to write well, than that of insisting that all their writing shall be as well done as it is possible for them to do it. Poor penmanship on the part of pupils is a discredit to their teacher, for every one who is not paralyzed or deformed, not only can learn to write a neat hand, but should learn to do so. Especially should every one who aspires to enter the teachers' profession be able to write well; and no one who has not attained a fair degree of skill in the use of the pen, should be permitted to enter upon a course of professional instruction in teaching. The examinations, however, prove not only that no skill is acquired by applicants for the Senior class, but that none is demanded; for no matter how poor their penmanship may be, if it is legible, they receive their certificates of admission to that class, even though they have not learned how to hold the pen.

All the Normal Schools but one or two seem still to teach text-book psychology instead of real psychology. By this method of instruction the student begins his study where he should end it; he begins with the general instead of the special, either not knowing or else forgetting that the general must come through the special. The text-book method assumes that predication is proof, or, in other words, that concepts instead of being developed should be taken upon trust. It implies, in short, a misconception of the ends of the study.

In an article in the *N. E. Journal of Education*, Dr. T. F. Noss said: "Have not teachers generally been leaning too much on books for their psychology, beginning their study and usually *ending* it in the book? Many a student has passed his final examination in psychology with 100 per cent., who would have to begin at the alphabet of the subject and do the work all over again, in order to have any psychological fitness to teach. The work he has done has not given him a serviceable familiarity with the workings of the mind, its hidden springs of action, and the laws and order of its development. For teachers, the text-book on psychology is a child."

Dr. G. Stanley Hall says: "If one would train and break horses, however unmanageable, . . . he must study long and patiently the nature of the horse. If one would raise sheep with the greatest success, he must . . . serve a long apprenticeship in learning the habits, instincts, and all the conditions that affect sheep development favorably or unfavorably. This principle has long been a common-place with breeders and trainers of domestic animals. . . . Teachers as a rule do not study the nature of the children they instruct in any such way. . . . Many think a course in a text-book in psychology supplies this need. This is probably the gravest mistake of all. All such books I know are far too abstract and schematic, too much devoted to definition or in some cases even controversy, too common-place and traditional in their subject-matter, so as to be sometimes an impediment to the fine tact and instinct that, in minds of finest fibre, divine, perhaps half unconsciously, the needs and individual nature of children. The living, playing, learning child, whose soul heredity has freighted so richly from a past we know not how remote, on whose right development all good causes in the world depend, embodies a truly elementary psychology. All the fundamental activities are found, and the play of each psychic process is so open, simple, interesting, that it is strange that psychology should be the last of the sciences to fall into line in the great Baconian change of base to which we owe nearly all the reforms, from Comenius down, which distinguish schools of to-day from those of the sixteenth century."

In his report to the National Educational Association (1887), on methods of instruction in the Normal Schools of the United States, Thomas Gray, President of the State Normal School, St. Cloud, Minnesota, said: "Out of the seventy-four schools returning answers, fifty-nine included mental science in their courses, *though in a large number of cases*, without the use of any text-book." The italics are our own.

From the foregoing quotations it is fair

to assume that the "great Baconian change of base" has reached psychology in some of the Normal Schools of the country. It is, however, surprising not only that it has not found its way into all of them, but that a method so unsatisfactory as that of the text-book should continue to be pursued in any of them, and that so much time—in some cases more than a half year—should be consumed upon it.

Etymology formerly belonged to the course of studies. It was omitted at the time the course was changed. Was the omission an oversight? If not, can any valid reason be assigned for the admission into the Senior class of students who are ignorant of the analysis of words? S. S. Haldeman says, "Etymology is a distinct science, and, as such, requires a special study, both by those who do and those who do not learn Greek and Latin."

Having only one actual professional study, the philosophy of education, but practice neither in teaching nor in criticism, the so-called scientific course can scarcely be termed a teacher's professional course, and therefore seems out of place in a Normal School. Besides, the number of students who in any one year pursue this course at the different schools, would not form more than a mere handful if they were all in one class at one of the schools. It consequently appears neither reasonable nor profitable for the schools to keep up a course merely to accommodate one or two students a year, or once in two or three years. Those who desire a scientific course of studies, should seek schools that make a specialty of such instruction and are in every respect prepared to give a knowledge of the branches of study and practice in teaching them.

The scientific course includes a "course of professional reading, with abstracts, notes and criticisms, to be submitted to the Board of Examiners." Whoever suggested the "course of reading, with abstracts, notes, and criticisms," must, to say the least, have had peculiar ideas of professional instruction; and the submission of the abstracts, notes, and criticisms, to the Examining Board, implies scarcely less innocence than that of submitting the copy-books and drawing sheets to the same Board, as an examination in drawing and penmanship.

The professional work at some of the schools seems to be little more than a matter of form, to enable them to draw the State appropriations. No observations are made or notes taken by either juniors or seniors, of the work done in the training-school. No meetings (criticism) are held for the comparison, discussion, and correction of opinions. No instructions, either in the principles or the practice of teaching, are given during the junior year. The seniors begin their practice in total ignorance of the nature of the work to be done or of any light to guide them in it; or if, as is the case here and there, they enter upon the last year fairly well prepared, they not only have too little time left from the non-professional work for satisfactory preparation for the professional, but the latter is sandwiched to such an extent (and a disadvantage) between the non-professional, as to make it in most cases of comparatively little value as an equipment for effective school-room work—in plain, undisguised English, little better than a farce.

Twenty-one weeks of practice in the training department, whether successful or not, are considered sufficient to entitle one to graduation in practice; skill evidently being looked upon as a matter of little importance. With the degree of proficiency attained in practice, in the little time allotted them in which to do it, it is doubtful whether a third of any class could graduate, if subjected to a proper test. Perhaps the strangest thing of all, when viewed from a moral stand-point, is, that schools which give the poorest training in practice work—little more than that of hearing book-lessons recited—boast of the high attainments of their graduates in professional knowledge and skill.

Not every school even has a special teacher for the professional department, one who makes the science and art of education his exclusive study; but the work is sometimes assigned to this member of the faculty, sometimes to that; a few loose generalizations, such as the brain of the average teacher contains, being deemed sufficient for performing it. When one takes into account the ease and the confidence with which the majority of so-called teachers deliver themselves on matters of education, or solve (?) the most abstruse educational problems, it does not seem singular that almost any one who has merely an education should be considered capable of directing the professional work, or should regard himself competent to do so. But owing to these shallow notions concerning the training of teachers, incompetent persons have often been intrusted with the discharge of its duties, and as might be supposed, quackery of the most stupid kind has followed.

Opinions and methods of operation have been memorized instead of underlying principles studied. The student teachers have taught prescribed lessons and methods, and as a consequence have become mere imitators or duplicates of their teachers, educational machines. These unfortunate efforts at professional instruction, by misleading people into the belief that the Normal Schools in general were doing the same kind of work, have brought more or less discredit upon all of them.

The assertion is sometimes made that students should take three years instead of two to complete the elementary course of studies. But when one reflects upon the arbitrary arrangement as well as the mismanagement of the course, and the wretched teaching in some branches, the absurdity of the statement becomes so transparent that but one of two causes can be assigned for making it: (1) A misconception of the aims and methods of education; or (2) an attempt to conceal mismanagement and imperfect teaching. That one of these causes must be correct, can readily be shown. Why, for example, should physical geography constitute a separate branch of study and consume a period a day for a whole term? Would any one who should teach political geography apart from physical, be considered a competent teacher? Why, also, should a period a day, for the greater part of a year, be given to each of two branches (arithmetic and algebra) which train the same powers? Does not algebra, when properly taught, and students are prepared for it, accomplish the same subjective ends as aritmhetic? If not, in what does it fail? Why, too, should forty weeks be spent upon plane geometry, when the same work can be well done in twenty? Or, again, why should students who have graduated at a good high school, or who have had a course of instruction in all the non-professional studies of the course, be required again to spend a whole year, in some cases two, upon the same studies at a Normal School? Worse still, why should students who have read two to four books of Cæsar and perhaps several of Virgil, be required to purchase First Latin Books, enter classes of beginners in those books, spend a year or two upon Latin, and at the end of that time be not as far advanced as when they entered the Normal School?

However improbable it may seem that students should be subjected to such quackery at any schools, the writer of this is assured upon undoubted authority that it is done at some of the State Normal Schools. Upon what ground can such a reckless waste of time and injustice to students be defended? Not upon that of thoroughness, for such a plea would be an implied acknowledgement of ignorance of the laws of mental development and of the aims of education. Dr. William T. Harris, in speaking of the tendency of mechanical teachers to hold back pupils in the lower grades a longer time than is reasonable, says: "This is usually done on the plea that the requisite thoroughness has not been attained. I do not know of any 'educational fetich' in whose name more time is wasted than in the name of this fetich of 'thoroughness.' It is generally invoked by mechanical teachers."

Nor can this blind, stupefying, educational see-sawing find support in the position that it prepares students for college; for the usual college preparatory routine work has a tendency to blunt the intellect, whilst that of the real Normal School aims to awaken and sharpen it. College entrance examinations, upon which some seem to lay considerable stress as an evidence of good teaching, cannot properly be considered a test of intelligent normal instruction. Of this fest, a writer in *The Academy* says: "A hindrance to good methods is their relation to college examinations. The very worst work thrives equally with the best under this test. The conceit of success in these examinations closes many an intellect against the very axioms of educational philosophy." Dr. Nicholas Murray Butler has lately expressed himself to the same effect.

When such impositions as have been referred to in some of the preceding paragraphs are practiced upon students, can communities be censured for establishing Normal or training departments in connection with their high schools, and giving their graduates a whole year of exclusive professional work? Compare a teacher who, under a competent instructor, has had a solid year of such training, with one who, under unfavorable circumstances, has had but a fraction of a year, and it will not require a genius to tell the difference.

If the reports that come from some of the schools concerning the laundry work and the board that is furnished the students are reliable, and there are reasons for believing that they are, the Trustees, or those who have the charge of the household, deserve the severest censure. Every Normal School should have a competent woman in charge of its laundry, kitchen, and dining hall. She should direct the selection and prepa-

ration of the meals; see that the tables are served with a sufficient quantity and variety of palatable food, and that the hall is properly warmed (in cold weather), ventilated, and lighted. She should also have her eyes on the laundry; see that the washing, starching and ironing are well done. These duties are too important to be trusted to chance or to ignorance. Health and happiness are too precious to be trifled with.

The writer of this article has tried to call attention to the defects of the Normal Schools, as he has been able to ascertain them; and if his efforts shall be the means of correcting any of them, he will consider his work not in vain.

VALUE OF SCHOOL DISCIPLINE.

BY WM. T. HARRIS, UNITED STATES COMMISSIONER OF EDUCATION.

THE pillars on which public school education rest are behaviour or deportment, and scholarship. The first requisite of the school is order: each pupil must be taught first and foremost to conform his behaviour to a general standard. Only thus can the school as a community exist and fulfil its functions. In the outset, therefore, a whole family of virtues are taught the pupils, and these are taught so thoroughly, and so constantly enforced, that they become fixed in his character. The method of this moral training is, like that which rules everywhere in the practical world, one of division and repetition. The duty of being a well-behaved pupils is not a vague generality.

It divides into specific, well-defined duties.

Punctuality: This stands first. The pupil must be at school in time. Sleep, meals, play, business, indisposition—all must give way to the duty of obedience to the external requirement of time. Punctuality does not end with getting to school. While in school it is of equal importance. Combination cannot be achieved without it. The pupil must have his lessons ready at the appointed time, must rise at the tap of the bell, move to the line, return; in short, go through all the evolutions with equal precision.

Regularity is punctuality reduced to a system. Conformity to the requirements of time in a particular instance is punctuality; made general, it becomes regularity. But the school makes these duties the ground and means of higher duties. They are indispensable, but no ultimatum. They render possible higher spiritual culture. The quick and prompt obedience of the pupil in simple mechanical training, renders the child penetrable, and accessible to lessons of higher import. To this end the discipline extends to calisthenics; the pupil is taught to sacrifice his arbitrary control over his body, and to combine regularly and punctually with others in imitating prescribed bodily gestures or exercises. Thus his sense of rhythm—or regular combination with others—is further developed. Through this becomes possible the training to general habits of proper position for sitting and standing, proper modes of speaking, addressing others—in general, the formalties of polite intercourse. The highest discipline under the head of rhythm is reached in vocal music. This pre-supposes in the highest degree the training in punctual and regular habits, and a conscious participation in the result is reached by the pupil through his enjoyment of the harmony he assists in producing. Here—in vocal music—the external, mechanical, aspect of discipline softens, and a response to it is felt in the deepest inner being of the soul—the domain of feeling. This brings us to the next step in school discipline.

Silence is the basis for the culture of internality or reflection—the soil in which thought grows. We become silent when we would think. The pupil is therefore taught habits of silence; to restrain his natural animal impulse to prate and chatter, or to excite attention by his occupation on the material world around him. All ascent above natural being arises through his ability to hold back the mind from utterance of the immediate impulse, and to correct its one-sidedness by combination and generalization. The largest combination and widest generalization is the deepest and truest. Thus silence in the school-room has a two-fold significance. It is necessary to the attainment of combination with others, and besides this, it is a direct discipline in the art of combining the diffused and feeble efforts of the pupil himself. He begins his career with mental distraction, everything isolated in his mind, and learns to connect the scattered phases, classify and arrange them, and thus to generalize and reduce them. The first glance does not suffice; it is the repetition of mental effort, the *absorption* of the mind that digests the multiplicity before it. This depends directly upon silence. The distraction of the mind consequent upon garrulity, or the occupation of any of the senses exclusively, prevents reflection. Silence allows the repose of the senses, and the awakening of insight and reflection.

Truthfulness is the fourth virtue in the ascending scale. *Truth* is the basis of the duties of a man toward others. Truth makes free, says the old proverb. No positive relation with our fellowmen is possible except through truth. Untruth is the essence of discord. Earnestness and sincerity, honesty and reliability, are the virtues that rest directly on truthfulness. The virtue of truthfulness is developed in a two-fold way in the school-room. First, by the continual discipline of the recitation; the pupil is required to be accurate and comprehensive in his statements; he is taught that suppression of essential particulars makes his statement false; he is held strictly accountable to know what he says, *i.e.*, to have a clear conception of what is involved in the words he uses. Very much of the untruth and consequent distrust among men arises in the first instance from lack of clear insight into what was implied by the words used. It is only one step from a lie committed by mistake to a lie on purpose; for to suffer the penalty for a supposed vice is a temptation to enjoy its supposed selfish advantages. Careful attention to the implication of one's statements is the first step in the calculation of truth: and this can scarcely find a better discipline than in the properly conducted recitation. The second mode of securing truthfulness is the direct application of discipline to the behaviour of the pupil. Any lack of truthfulness in the pupil reveals itself at once in his struggles to conceal his misdemeanors. It is an object of constant care on the part of the teacher to suppress lying and dishonesty, in whatever forms they may manifest themselves. The admonition of the teacher, the disgrace felt at exposure in presence of the class, are most powerful caustics to remove this moral disorder.

Justice follows next to truthfulness, and finds partly its presupposition in the latter. Justice can be taught only in a community. In a well-ordered community it grows spontaneously. A system of measure established, by which conformity to rule and right is rewarded by recognition and all breaches of discipline met by prompt exposure, appeals constantly to the sense of justice, and develops its normal exercise. A danger lies, however, in certain baneful practices sometimes adopted by educators. On the supposition that the child cannot see the legitimate and healthy results of doing his duty, he is offered a special reward for it. This goes far to sap the foundation of all morality. The feeling of responsibility is the essence of virtue, and an extraneous reward held up as the end sought tends to destroy what little internal self-determination the pupil may possess. The distinction between the inclination (the "I want") of the child, and his true ideal nature (expressed in "I ought"), should be continually kept before the child, not confused by concealing the duty under some shape of immediate self-interest.

The highest virtue in our list—*Kindness*, or love of mankind—like the sense of justice, requires a community for its culture—a community which, like the school, brings together all classes and conditions, and subjects them to the same trials and the same standard of success. The feeling of justice, fostered by a constant opportunity to see through the adventitious wrappings of social rank and condition, and observe the real substance of the character, prepares the basis for kindness. The discrepancy between good intent and deserts, which arouses childish sympathy most readily, is the first incitement. Justice proclaims that seeming and good intent are not sufficient—there must be adequate performance. If this principle did not prevail in society and the moral world at large, there would be no more strenuous exertion to growth; the present would suffice. But the good intention baffled of its actual fruition through inadequate performance is ever an object that excites the deepest sympathy and commiseration in the kind heart. Not only is the good intention the object of kindness, but even the depraved and corrupt excite pity. The trials that all are alike subjected to reveal to each childish heart the temptations and struggles with passion and impulse, as well as the weakness of intellect and will that belong to his fellows.

FROM OTHER LANDS.

THE provincial government of Saxony in Prussia, has but recently decided that the employment of children as persons who have to beat up the game for the chase is prohibited, if it is done during school hours.

The high school in Posen has arranged a botanical garden to procure specimens for the study of botany. Between 25,000 and 30,000 cut specimens were furnished the botany classes during one season, and the expenses amounted to 120 marks, $30 per season.

Prussian widows of teachers receive a pension of 250 marks in the event of their husband's death; if they have children, each one increases the pension. Of course that seems very little, but the sum mentioned only states what the State as such does.

The society for "School Reform" in Berlin has 1235 active members. The object of the society is to create a public opinion which will demand a fusion of the various middle and people's schools to a common school (Einheits-Schule), as it is known in America. The minister of public instruction has been memorialized to that effect.

France.—A graphic presentation of school statistics in the educational department of the late Exposition in Paris, gives these prominent facts: The *communities* spent for school purposes in 1855, 19 mill. francs, in 1866, 28 mill. frs.; in 1870, 44 mill. frs.; and the *State* paid for the same purposes in 1855, 25 million frs.; in 1866, 35 mill. frs.; in 1870, 54 mill. frs.; in 1878, 77 mill. frs.; in 1880, 83 mill. frs.; in 1883, 100 mill. frs.; in 1887, 109 mill. frs. (Divide the number by 5 to get the numbers of dollars.) A hundred and nine million francs sounds well, but the reader may consider that the communities and states in the United States pay over five times as much, namely, more dollars than the Frenchmen pay francs. Though the purchasing value of money is greater in Europe, it cannot explain away the enormous difference.

Austria.—An educational journal in Vienna says: "School—the girl of general utility." If a battle is lost, the school is said to have been worthless. If there is any one drowned, the school is blamed for it, for it ought to have made swimming a "study" long ago. If anybody steals, the schools are the immediate cause, since they neglect the morals. When business is slack, the schools have failed to do what they should have done. If there is a strike—that comes from the wretched schools. If anybody commits a malfeasance or, for that matter, something remarkably stupid—ha! ha! the schools! If people stay away from church—these godless schools! If boys on the street mock an innocent bald-head—oh, these schools! what else can you expect of them? If a father has a misguided child—the schools have made it go wrong. If the cobbler's apprentice cuts the leather—the result of the new education. If statistics show an increase in the number of illegitimate children, it is the fault of the modern school. If a cashier runs away with the funds, such people are educated by the schools of to-day. If soldiers desert the flag—the schools fail to foster patriotism. Recently a whole family was poisoned accidentally—cause is said to have been the school, for it ought to have taught the knowledge of poisons. *O sancta simplicitas!*

SOMETHING OF SCHOOL-ROOM WORDS AND TONES.

THE greatest fault that a teacher can have, either in school, or college, or for that matter, at home, *the* primary department of all school, is lack of self-control. Words and tones in the schoolroom and in the home, make impressions for good or for evil. The child's mind is so sensitive, that the photograph of the word, tone or look will be left upon it to work out results. Children, in fact the whole human race at any age, are more or less phonographs. You talk into the phonograph, and the exact words and tones will be talked back to you, and you are amazed; and yet we have seen this same thing done a dozen times a day in a schoolroom, and I am sorry to say, *my* schoolroom. Nothing truer on earth than this proverb, "A soft answer turneth away wrath, but grievous words stir up anger." Many a school, and many a home, has been blighted by the improper use of words, tones, and looks. Words, tones, looks—if these were employed correctly and persistently the millennial harbinger would be in it. Charles F. King, in *Common School Education*, gives us a prescription which we regard as the best we have seen. Here it is; let us all take it:

"We have sometimes noticed that very excellent teachers unconsciously get into the habit of giving instruction in a loud, high-pitched tone of voice which seems to the children a *schooling* tone. This is especially the case whenever these teachers feel called upon to reprove the class for neglect or carelessness. When they speak to a visitor, to another teacher, or even to a single pupil, the tone is pleasant, sweet, and natural.

"It is of the greatest importance that teachers should speak grammatically, enunciate correctly, and use good English, but the constant employment of a pleasant, natural, conversational tone of voice is of equal, if not greater importance. For there is a great moral power in these pleasant tones. We have many times seen boys goaded to desperation by the excited, exasperating tones and words of a teacher whose long experience ought to have shown him a better way. And how many times have we seen bad and angry children soothed and restored to reasonableness by the calm, sweet, pleasantly-voiced utterances of a teacher who had gained perfect self-control, or whose nature was sweet and smiling by heredity. A 'cross teacher' is never liked

by children, no matter how much she or he may know.

"It will be a dificult matter for a teacher who has for years used the cross tones to overcome the habit, but it can be done by persistent effort. In the *first place*, ascertain if you use these tones habitually and constantly in the schoolroom, and not at home or at a party. This will show whether it is a school habit. It may be you do not always speak in this objectionable way in school, but only at certain times, as when things do not go to suit you, or when the class seem stupid and lazy. Some intimate friend may help you to the truth in this matter.

"The next time matters are wrong in the class, by a strong effort, address the class in a more quiet, calm, low-pitched voice than usual. The effect will be surprising and encouraging, as the children will at once be brought back to the desired order. Do not for a few weeks over-drive in the work; be a little easier with yourself and your pupils, till you get perfect control of your voice and feelings.

"If the habit of using cross tones is quite general, we believe great help can be obtained from a course of elocutionary lessons under some professor who understands the case and knows the proper remedies."

FIFTY MILES WITH A COUNTY SECRETARY.

FOR five years we had been visiting the graded schools and colleges of Michigan, and we felt a longing to know at first hand how the great substratum school—the district school—was progressing.

We accordingly arranged with Secretary C. L. Bemis of Ionia county to ride with him two days visiting country schools. He is equipped with three very essential requisites for such a trip, viz.: a mud-proof and rain-proof, strong, light cart, which furnished ample room for the fragile form of y° editor, and left friend Bemis a margin as an option; a second essential was found in the large, strong, faithful, fleet-footed horse, which knows a school-house the moment it sees the smoke curling from the chimney; a third requisite for such a ride is the never-failing fund of good humor and heartiness, that characterizes the secretary of Ionia county schools.

Ionia county is one of the prettiest in the State, whether you ride over the hills and through the glacial gulches of the Grand River valley, or over the long stretches of gently rolling plains. We rode 50 miles and visited nine schools in six different townships, taking the schools that were in session as they came on our road. We have no intention of making a detailed report of any school; our visits were brief necessarily, and yet long enough to note the general conduct of affairs, methods of teaching certain branches, and the conditions of the buildings. While we did not see any one teacher teach all the branches, we saw all the branches taught, and some of the staple branches in many classes.

First let us mention the features worthy of commendation: The order, almost without exception, was excellent. The teachers were lady-like and gentlemanly in appearance and action. Signals were quiet and not too many. Five of the schoolrooms were as tidy as could be expected in the muddy season, two were fair, two were bad.

One schoolhouse near Ionia is the prettiest district schoolhouse we have ever seen. It is of Queen Anne style and has large grouped windows on either side of the pupils. Apple-cores, sweepings, rubbish, etc., were not found around the door in front of the building except at one school.

The number of classes heard during each day seemed reduced to a minimum. A good start has been made in most of the schools towards grading and properly classifying the pupils. Pupils were taught both oral and written spelling. The schools were large and had a fair number of older pupils. Pupils were courteous, and did not allow the presence of visitors to interfere with school duties. The teachers made no change of programme on account of visitors. They did not stop their work to talk to us. The schoolhouses were in good repair as a rule, and looked well outside.

It is always easier to note defects than it is to cite merits. The defects are few compared with the creditable features, and hence it is easier to mention them. We give our readers some of the more noticeable defects, so that they may be remedied. The teachers lacked animation and enthusiasm in conducting recitations. The "question and answer" method was too common, and few additions to the questions of the book were given. The primary reading classes read words only. Pupils were not drilled in recognizing new words rapidly. They were allowed to read aloud before they had any idea of the thought in the sentence. Not enough attention was paid to language. Teachers, while pretending to hear a recitation, answered questions of pupils not in the class. The little ones were not given any

work to do when not in class. In two or three schools we saw pupils at work with alphabet cards, and in one there was some slate work. But one blackboard contained any language or number work for pupils. The penmanship of the pupils was uniformly poor. Not enough stress was laid upon proper articulation and pronunciation.

The blackboards are too high and too scant. The houses had no system of ventilation, and the air in the rooms was always bad. The walls of nearly all the rooms were smoky and dingy, and unadorned with paper or pictures. The windows were commonly uncurtained. The stoves in five of the buildings occupied the choicest part of the room; the teacher's desk being at the wrong end of the room—between the entrance doors. Pupils were not held strictly to signals. Pupils in reading classes inattentive when others were reading. Pupils reading in three different text-books (in one instance) all read in the same class, and the pupils of two sets idled away their time while the other set read.

We hope we have suggested some things to all teachers, whereby they may be led to improve. We say these things in the kindest spirit, knowing full well the difficulties that surround the teacher, and believe with Portia of old, that it is easier to teach twenty what were good to be done, than to be one of the twenty to follow your own teaching.

Michigan School Moderator.

HIGHWAY IMPROVEMENT.

BY COL. ALBERT A. POPE.

AN eminent writer says: "The road is that physical sign or symbol by which you will best understand any age or people. If they have no roads, they are savages; for the road is the creation of man, and the type of civilized society."

The Romans were, without doubt, the best road builders in the ancient world. The good highways were one of the causes of their superiority in progress and civilization. When they conquered a province they annexed it by good roads, which brought it in easy communication with the great cities of the Roman world. When their territory was so large that a hundred millions of people acknowledged their military and political power, their capital city was the centre of such a net-work of highways that it was then a common saying, "All roads lead to Rome."

The best roads in the world to-day are those of England, France, and Germany, the excellence of which is due to the fact that those countries were the first to awaken from the long sleep of the dark ages, and the growing rivalry between them necessitated attention to their roads, for the proper prosecution of both their military and their mercantile interests. In each country they early came under the national supervision, the results of which are seen in the most splendid highways in existence, costing the least to maintain, in every way the most satisfactory and economical for those who use them.

Up to the advent of railroads, most of the settlements in this country were along our water fronts and our sea coasts, lakes, and rivers. The invention of steam, and the development of the railroad, seem to have taken all our energies and resources, to the neglect of our roads and highways; and now that we have more miles of railway than the whole of the Eastern Hemisphere, and about all we can make to pay at present, we can well afford to turn our attention to the matter of highways, in which everybody should be interested, for all have to use them, rich and poor alike, those that ride and those that walk.

No country has a greater road mileage, in proportion to the population, than the United States; but while with characteristic American push and hurry, the most extensive means of communication and intercourse have been provided, we have suffered the consequence of a lack of any general system of public policy, covering the location, construction, and maintenance of ways.

In many a case, where one's way leads him through the old farming regions of New England and the Middle States, he may take occasion to do anything but bless the memory of the frugal early settlers who, when the necessities of the case seemed to demand that a road be established for the convenience of public travel, each contributed a way across his farm, laying it perhaps over the worst hill, and through the sandiest, or the rockiest, or the wettest land, with a view rather to the economy of his best pastures, than the saving, in the years to come, of the time and strength of the traveler obliged to use it.

American roads are far below the average; they are certainly among the worst in the civilized world, and always have been,—largely as a result of permitting local circumstances to determine the location, with little or no regard for any general system, and haste, and waste, and ignorance in building.

Old post-roads and turnpikes, in times no further back than the war, afforded the only comfortable travel to be had in many parts of the country; nor could the general badness of the roads, by any means, be attributed to a lack of the proper materials for their construction. Indeed, it often happens that we find them the worst where natural resources are the most abundant, and the better roads are frequently found where the natural conditions were so bad that the ordinary crude and wasteful expenditures were out of the question.

Fifty years ago, there was some excuse for bad roads, for our country was poor. Now it is rich, there is no excuse. A good road is always to be desired, and is a source of comfort and convenience to every traveler. Good roads attract population, as well as good schools and churches. Good roads improve the value of property, so that it is said a farm lying five miles from market connected by a bad road, is of less value than an equally good farm lying ten miles away from market, connected by a good road. A larger load can be drawn by one horse over a good road, than by two over a bad one. Good roads encourage the greater exchange of products and commodities between one section and another. Good roads are of great value to railroads as feeders.

Various movements, already under way, in the direction of road improvement, must have and already are having their effect, in bringing about a material raising of the average quality. The Governors of several states have made special and important references to it in their annual messages, and in several states, bills have been presented having in view the betterment of state highways, by regular organized systems of work, to be carried out under the supervision of departments provided by the state.

In Pennsylvania a general tax levy of seven and one half mills has been ordered by the legislature, for road improvements. The forces working to bring about such results as this are powerful, and increasing every day. The importance and the value to any country, any section, and every citizen, from the highest to the lowest, whether tax-payers or tramps, of well-constructed and properly maintained roads, is not easily estimated, but clearly it is greater than that of many affairs which are continually receiving the time and attention of the people in their homes, counting-rooms, public meetings and legislative halls.

It is a matter to be considered side by side with our splendid and always improving system of public education, the assessment of our tariff duties, or the appropriations regularly made for river and harbor improvements.—*Educational Courant.*

WASHINGTON NORMAL SCHOOL.

THE Normal School of Washington, D. C., in its present organization, is a creation of Supt. Powell. It is unique in its organization, and displays the wisdom both of the founder and the present leader. Lacking a building of its own, this school is divided into two sections. One has its own practice department in the Franklin school building, the other in the Webster building. Each section has four ascending primary grades as a practice department; and since the number of normal students is limited to forty, it is easily seen what excellent opportunities they have in acquiring experience in teaching and handling classes. The professional work proper is so arranged that the whole number take their lessons together.

The principal of the normal school at Washington, one would think, must be a person of commanding personal appearance; but that is far from being the case. Mrs. Gilbert Myers is a rather small person, of slight build, but her intelligence and sympathy make up for that apparent deficiency. After conversing with her, it is not astonishing to notice that both students and teachers work in perfect harmony with her. I heard several lessons on animals, plants, geography, and numbers, which she gave to the students. In their lessons she betrayed a remarkable methodical skill and professional knowledge. Mrs. Myers, with rare circumspection, eliminates all unessential parts of teaching, leaving it to the students to be supplied with them by experience in the practice department. She confines her work to the essentials and most important part of primary work, unlike so many male professors who "honestly endeavor to tell their students all they know."

Indeed, to tell the truth, she says comparatively little, and makes the students do most of the work; she is to that school what the heart is to the human body,—unnoticed, but absolutely essential. Tirelessly and ever faithfully, she keeps the organism of the school supplied with ever fresh ideas and suggestions; and, though little observed, she is the moving spirit of the entire school, in the class-room, among the method teachers, in the practice department,—

everywhere her influence is felt, though not always seen. What a blessing such a teacher is to a school!

It is self-evident that an institution of this description must exercise a wholesome influence upon the entire school system of the city. The methods employed are of the most advanced to be found in America and Europe. There is none of that mind-killing book cramming which is said to be characteristically American. All teaching here is rationally based on observation. Witness this: One student said to me (it is one of the tricks of my trade to feel the pulse of an institution by engaging the students in conversation upon their work), "I should never attempt to give a lesson on the cat, unless I have a cat to show in the class room." "But, my dear young lady," said I, "where will that lead you? According to that, you cannot give a lesson on the elephant." "Ah, but that cat-lesson is the first of a series on cat-like animals which in the further course of the work ends with the lion and the tiger. Hence, I should have to find something upon which to build the knowledge I wish to convey concerning elephants. We thoroughly believe in Pestalozzi's maxim, 'Observation is the absolute foundation of all cognition.'"

Perhaps the most praiseworthy thing noticeable in the practice department is the aspect of unrestraint in the children. Their surroundings are those of a refined home. Their intercourse among themselves and with their teachers is pleasant, and the busy hum of incessant, inspiring work,—work that elevates and satisfies head and heart,—offers a marked contrast to the listlessness noticeable in schools where the text-book is the main thing. The principal and her splendid staff of "method teachers" seem to be aiming at making themselves "superfluous," as soon as possible, by making the students and little ones independent of the teacher's aid. Yet they are always there, like the emperor on the coin; their impression is unmistakable.

There is another feature in this school worthy of note and imitation,—it is the endeavor of the authorities to procure the best material for students. The graduates of the high school cannot all enter the normal school, only *forty* can be accommodated; hence the best material is secured by selecting from the hundreds of high school graduates. This is one of the essential causes of success of the normal school of Washington. This process of selection that takes place with great circumspection secures the best fruit of the high school. These students hardly need coaching in the three R's, or much academic instruction, but can bestow all their attention on the professional science and the preparation of model lessons. Washington society is in general on a much higher level of intellectual culture than that of other cities, hence the students in the high school are naturally more cultured than elsewhere; and if from the graduates the forty best ones are selected for admission to the Normal School, there is no doubt but that the result must be beneficial to the schools of that city.—*N. E. Journal of Education.*

USEFUL IGNORANCE.

IN a well-known essay Herbert Spencer has discussed the question, "What knowledge is of most worth?" It is perhaps time to begin the discussion of the question, "What ignorance is of most value?" There is a story told of the great philosopher whom we have just named that, on one occasion, in reply to a question upon some rather minute point of history or archæology, he expressed a devout thankfulness that he knew nothing whatever about it. The capacity of even the greatest minds is limited; and the man who would make the best use of his powers of memory must exercise a wise discretion as to the things he undertakes or tries to remember.

If any principle in education ought to be clear, it is that there should be no overcrowding in the mind of the pupil, but that each portion of knowledge imparted should have room to define itself, to assume distinctness and to grow. Where there is over-crowding there will be no sense of order and no healthy development of ideas. All educators acknowledge this, just as men in general acknowledge the moral law; but how many live up to it? How many of them are willing to leave in their pupils' minds liberal tracts of ignorance, acknowledged as such—tracts which might be cultivated, but may not be overtaxed, nor imagination unduly restrained? We venture to say that the cases are rare in which an effort is not being made to cultivate, as it were, every square inch of mental territory, and call all the strength of the intellect into exercise. Each school or academy must teach so many "branches;" it would never do for one to omit what another has in its curriculum; and every pupil, if not compelled, is urged to take up just as many sub-

jects as he or she can possibly grapple with. The general, at least the frequent, consequence is—congestion, confusion, enfeebled memory, impaired judgment, lowered intellectual vitality. Better far, in many cases, would it have been if the child, with no education beyond reading and writing, had lived in a concrete world and picked up, gradually, verifiable notions about real things. There is nothing fortuitous in the fact that so many men, eminent in various departments of life, have had but the most meager "educational advantages" in their youth. It would seem as if the one great "educational advantage" they had was in getting free from so-called education at a very early period and betaking themselves to the school of active life—a school that leads up to abstract truths only through multiplied concrete examples; that leaves ample space in the mind for useful ignorance, and consequently makes all the better provision for useful knowledge.

There is much sound philosophy in regard to education abroad in the world to day. What is needed is, that educators should be as wise in practice as they are in theory. The labor of the gardener, every one knows, consists, to a large extent, in "thinning out" his crops. If a similar process could be practiced on the minds of the young, and if it were practiced, the evils of too copious sowing would not be so great; but, as the method is hardly applicable to intellectual growths, teachers should educate themselves up to the point of sowing sparingly in order that they may reap abundantly. The evil of too thick sowing attains, we believe, greater proportions in academies for young ladies than anywhere else. There, nearly everything that is taught to boys enters into a course of instruction, while music and other "accomplishments," together with an extra language, are generally superadded. As if this were not enough, a special acquaintance with the literature, history, and institutions of the ancient Jews, untinged, however, by any touch of "modern criticism," is frequently also insisted on. The effect of all this may be easily imagined—a spindly growth of rootless ideas, habits of intellectual indifference, a medley of incongruous notions in regard to ill-apprehended facts; in a word, a seriously injured, if not a fatally ruined, intelligence.

The intellectual signs of the times, it should be remembered, are not all favorable. We have such an educational apparatus, for extent and scope at least, as the world never saw before; but the results—it is not easy to be enthusiastic over the results. Where the quickened sense for evidence that we might have expected to see? Where the seriousness of intellectual aim? Where the refinement of popular taste? Cant seems to stalk abroad through the world as potent an enslaver as ever of the minds of men. Credulity is wide-spread. Superstition still occupies its strongholds, and rules over vast multitudes. Faction controls our politics, and legislation is made a plaything. We have, perhaps, expected too much of education in the past; but at least if we understand its true principles, we should try to apply them. One of the first of these principles is not to teach too much, not to congest the mind, not to overtax its powers. Our efforts should be to whet curiosity, awaken a certain variety of interests, develop the natural powers of the mind, and leave room for the imagination to work. It is the spontaneous effort of the mind, not its forced labor, that yields the best results. Hitherto we have been fighting ignorance so hard, and have been so afraid of it, that the idea of knowledge in any degree being dangerous has seldom occurred to us. But knowledge may be as dangerous as food, if given in wrong quantities and under wrong conditions. When we realize this as fully as we have heretofore realized the danger of ignorance, a new era in education will have dawned. *The Popular Science Monthly.*

OF THE MEMORY.

ALL persons are consciously and unconsciously molding in their brain cells records innumerable. Things that we reck not of leave their impress there; stamp comes upon stamp like the various writings in an old palimpsest, in which the lower writings seem entirely obliterated until they are revealed by the processes of the antiquarian. So when the vision of the higher centres is sharpest it can see through the maze, and it may in a moment decipher the records of a lifetime; or when the restraining influence of the higher centres has been removed during delirious unconsciousness, muttered words, broken sentences, or clearly spoken periods, and mayhap even acts, give to bystanders glimpses of the passing visions. When we are trying to recollect a thing, we are simply searching here and there among the records in the brain to see if by chance we can find the leaf that we want to read. What an index catalogue is to the searchers

in a library, that to the searchers of brain records are the laws of association; and precisely as a purely alphabetical or arbitrary catalogue may assist the student, so may an artificial system of mnemonics assist the brain-delver. The separateness of memory and consciousness is also illustrated by some of the extraordinary phenomena which are connected with the so-called local memories. Among the local or isolated memories, the most distinct and sharply cut is the memory of words. The sufferer from word-blindness can write and will understand what is said to him; he will talk to you and perhaps talk you to death; but hand him a book, a newspaper, or even the letter he himself has written, and he cannot read a word. Thus an active man of business having written a letter, giving directions for an important matter, attempted to read it, in order to see if it was correct, but was astounded to find that he could not make out a single word; he had been suddenly stricken with word-blindness. The sounds of the words and the words themselves had remained to him, but the recollection of the written forms of the words was gone. In a case of word-deafness the person can talk and can write, but although his hearing is perfect he cannot recognize the spoken words. The sound of the voice is plain to his sense, but conveys no thought to him.

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, JULY, 1890.

Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'." *Scotch Farmer.*

THE editorial charge of the Official Department of this Journal is upon shoulders unused to a collar of this kind. The new editor invites the co-operation of School Directors, Teachers, and Superintendents in the endeavor to continue, and if possible to increase, the effectiveness of *The Journal* as a means of informing the public of the men and measures that have improved, or are calculated to improve, our schools. D. J. WALLER, JR.

A WRITER in the *Forum*, after an exhaustive survey of the whole subject, embracing the entire continent, shows very plausibly, that "before this decade is half spent, all the products of the farm will be required at good prices, that lands will appreciate greatly in value, and that the American farmer will enter upon an era of prosperity, the unlimited continuance of which is assured by the exhaustion of the arable areas." When that time, now close at hand, arrives, as we think it surely will, the farmers of the Old Keystone will not be as uneasy about their school tax as many of them now are, and can take more interest in the schools without any worriment about their cost. So let them cheer up, and be hopeful and thankful. The good providence of God has not deserted them yet. There *is* a good time coming.

WE were talking the other day with an old gentleman who taught a subscription school in a country village during the year before the acceptance of the free school system in that district. He had fifty pupils, not one of whom was a county scholar under the pauper act of 1809. They were all the children of well-to-do farmers and mechanics who were able to pay for the tuition of their children, and those who were in indigent circumstances refused to send their children as charity scholars.

The next winter the school was opened as a free public school, and he was continued as teacher. The very first day one hundred and twenty-one (121) pupils presented themselves for enrollment. This shows how odious was the pauper system, and that a large majority of children in Pennsylvania would have to be educated in free schools or grow up in ignorance.

THREE MILLIONS COMING.

THIS year School Boards can plan for the coming school term with far more of hopefulness and buoyancy than in past years, because they know there is a State appropriation of two millions of dollars that will be available for the current expenses of the year. This will lessen proportionately their anxiety and sense of responsibility for local taxation, and should encourage them to be more liberal in providing for the schools under their charge and to show their appreciation of the services of competent teachers, by at least a reasonable and judicious increase in the compensation paid for skillful and efficient services. This sense of relief and hopefulness will not be lessened

by the probability, indeed we may say the moral certainty, that at the next biennial session of the Legislature the State appropriation to the common schools will be increased to two and a half or three millions of dollars a year. The educational interests of the State require it, and public sentiment will undoubtedly demand it.

As has heretofore been suggested in these columns, the true policy to be pursued will be to steadily increase the State appropriation at regular intervals, until we have reached that point when the State shall defray one-half the expense of supporting the common schools, and the school districts the other half, which will make a just equilibrium that nobody could object to, and that everybody would be satisfied with. It would make the burden of public education balance properly, and furnish an incentive to the highest type of common school work, that has heretofore been wanting; but when that point has been reached, some questions of school policy that have been looming up on the horizon of the future ever since this increase in the appropriations has been urged, will come sharply to the front and challenge public attention as never before.

The reports show that thus far the increased appropriations in their disbursement have been treated rather as a question of finance than as a question of education—merely the substitution by School Boards of so much State money in place of an equal amount of District money—and the work of instruction, which is the vital thing in the whole situation, appears to have been little benefited by it, except in those enlightened and progressive localities where it is understood that common schools were established not for financial but for educational purposes. The larger the direct pecuniary interest the State thus has in the common schools, the stronger will be its right and duty to follow its appropriations to their destination, and to see that they are faithfully applied to their intended purpose, that is, the work of instruction, in order that the rising generation may be more thoroughly educated in all parts of the Commonwealth.

The first effect of increased appropriations has, of course, been the relief of local taxpayers many of whom felt that their burdens in this respect were as heavy as could well be borne. We sympathize with that feeling and are not disposed for the present to find fault with so natural a result; but if the appropriations continue to increase, it is inevitable that there should be some guarantee that the schools shall be benefited thereby as well as the tax-payers. The appropriations are for educational purposes, and the friends of education have a right to demand that the wisdom of the policy shall be demonstrated by better educational results.

We may refer to this subject again. There are observant thinkers in all parts of the Commonwealth who do not believe that we are getting full value for the money now expended on the common schools everywhere in the State. The question is one of vital importance, and thoughtful men are arrayed on both sides of it.

GOOD PAY FOR GOOD WORK.

WE accidentally renewed our acquaintance the other day with a capable and efficient lady teacher who had been in the same graded school for more than thirty years, and who had given faithful and conscientious service, but in all that time had never been accorded a salary of more than about three hundred dollars a year for eight months' teaching. Being without other means of support, she could not utilize the remaining four months for her own pecuniary benefit, nor was it possible on her slender pittance to make provision for sickness or old age. Dividing her small wages per capita between the successive generations of school children that have passed under her training hand, would make it the cheapest good tuition that the boys and girls of that community could get, and enormously below what the cost would be if the public schools were closed and the children educated in private pay schools.

We cannot forbear expressing the opinion that with the largely increased State appropriation this condition of things ought not so to be, for we know the district is not so impoverished in its resources that it could not do much better without feeling it, except to feel better for having done better. Where services are faithfully rendered without adequate compensation, it really puts the teacher in the position of bestowing alms upon the well-to-do communities to whom their professional skill is faithfully and successfully devoted, and whose self-respect, as well as well as sense of justice, should prompt a more equitable adjustment between work and wages. It is no wonder that teachers become disheartened with the arduous duties of a profession that is so little appreciated, and whose services are so ill-requited, nor that they should seek to escape

from its thraldom if haply they should be able so to do.

But cheer up, faint heart! There is at least an ultimate reward; if not here, then yonder. There comes an hour, we trust, to the true and faithful Christian teacher, when the weary school-room shall be transfigured with celestial glory, and its dingy, contracted walls expanded to the illimitable sapphire walls of the upper heavens, and the voices of teacher and pupils shall mingle with the tide of song that swells around His throne in transcendent and perpetual harmonies.

But the song they sing on earth, whatever the hereafter of their dreams, ought not to be "Over the Hill to the Poor House." "The laborer *is* worthy of his hire," and a living compensation should not be refused to meritorious public servants who give more than value received for the pittance reluctantly doled out to them. The time will come, *must* come, when employment in the public schools of not a few parts of Pennsylvania will not be equivalent to a perennial badge of pauperism.

MANUAL TRAINING.

THE advocates of manual training in the public schools are some of them perhaps of the impression that they are pioneers in the cause, and that this is a wide-spread want springing from modern business conditions and changes in the industrial needs and habits of our people; but if they will turn to the school law of 1834 they will find that the 10th section was worded as follows:

Whereas, Manual labor may be advantageously connected with intellectual and moral instruction in some or all of the schools, it shall be the duty of the School Directors to decide whether such connection in their respective districts shall take place or not; and if decided affirmatively, they shall have power to purchase materials and employ artisans for the instruction of the pupils in the useful branches of the mechanic arts, and, where practicable, in agricultural pursuits, Provided nevertheless, that no such connection shall take place in any common school, unless four out of the six directors of the district shall agree thereto.

This section never went into operation, for during the two years of its existence on the statute-book there was no opportunity or means to establish public schools for more than the common elementary branches. It was dropped out of the school law in the revision of 1836, and has not since come to the surface again; but it shows that the advanced thinkers of that day had in view every want that the intellectual and industrial welfare of the community might require, and endeavored so far as in them lay to provide for it.

But they were in advance of their times and did not live to see any practical results of the liberal ideas which they cherished and for which they sought to make provision. That was fifty-six years ago, and the question now is how many more years or decades shall pass away before their dreams of the future shall be realized. The problem we leave the School Directors and Controllers to solve for themselves in their respective localities. The power and responsibility is theirs, and theirs will be the credit of any movement that may be made in that direction.

If manual training is to benefit the masses in the public schools, then it should become a part of common school life everywhere, and obviously as a matter of policy and practical good judgment it should be introduced under the auspices and control of the school authorities of the respective districts; and, as it would at the outset be a specialty and a more or less expensive one, if the introduction of manual training is to be stimulated and encouraged there should be a reasonable State appropriation specially available for this purpose whenever school directors see proper to move in the matter, to cover the cost of whatever plant may be required and also the special instruction without which manual training could scarcely become even an experiment.

We have in our mind a small borough school district in an eastern county, not yet three years old, and still with rather more territory than taxables, but whose citizens are enterprising and progressive. One of the School Directors is a skillful and well-read machinist who is exceedingly anxious to make manual training a part of the course of instruction of the district, but the question of cost presses upon them rather sharply and hinders the accomplishment of his plans in this direction. Not to be baffled, he proposes to make it a gratuitous service on the part of volunteers, and to borrow for the purpose a carpenter's bench and tools and such tools in common use, to illustrate so far as may be practical working in metals. If they can't do any better they propose to make a night school of it, if it should be only once a week. He will give his own time and services as a machinist, and a colleague of his who is a carpenter will do the same.

That the school children will flock with eager interest to these novel but instructive exercises there can be no doubt. That they will be very beneficial in waking up the minds of the children, and will lead them to take more interest in school work, goes without saying, especially if the privilege of attending the manual night school shall be made dependent upon their regular attendance and progress in study in the day school. Children dearly love to have something to do with their hands, and to be permitted to go to a room where they can handle tools and make things will not only be a delight and a gratification that will make them happy, and mentally wide-awake, but will put new life and meaning into common school work that cannot be otherwise than highly beneficial; and if this can be done in one school it can be done to a graduated extent in every other school, if the neighborhood be one that can be led to take an interest in the welfare of children in this regard.

The machinist referred to is confident that if there was a State appropriation upon which they could draw for a moderate outfit within reasonable limits, they could make the thing a most gratifying success from the very start. We have no doubt of this ourselves, and we commend this view of the case to School Directors everywhere.

RELIEF OF THE SCHOOLS OF THE FLOODED DISTRICTS.

THE following report in detail of all contributions received for the schools of the flooded districts in the vicinity of Johnstown by Co. Supt. J. W. Leech, of Cambria county, is an extraordinary showing of generous help bestowed by the schools for the schools when help was urgently needed:

RECEIPTS.

Supt. George H. Hugus, Westmoreland Co.	$806 00
Wm. Weand, P. O. S. of America	493 20
Supt. David S. Keck, Berks Co.	455 42
Supt. W. A. Cochran, Indiana Co.	364 05
R. H. Rushton, 4th St. National Bank, Phila.	300 00
Prof. S. A. Thurlow, Schuylkill Co.	237 41
Supt. R. M. McNeal, Dauphin Co.	237 20
Supt J. O. Knauss, Lehigh Co.	224 74
Supt. James M. Coughlin, Luzerne Co.	207 00
Supt. J. H. Likens, Blair Co.	172 61
S. H. Bowers, Salem Church, Cumberl'd Co.	160 00
Supt. Samuel A. Baer, Reading	151 00
Supt. J. W. Leech, Cambria Co. Institute.	150 97
Supt. Marlin Bowser, Armstrong Co.	121 00
Supt. L. O. Foose, Harrisburg	120 86
Supt. L. B. Landis, Allentown	107 60
Supt. D. S. Keith, Altoona	$100 00
Supt. L. M. Herrington, Fayette Co.	92 70
Supt. H. C. Brenneman, York Co.	86 50
Supt. A. G. C. Smith, Delaware Co.	81 74
Supt. G. W. Snoke, Lebanon Co.	81 61
Prof. L. S. Shimmell, Huntingdon.	71 21
Supt. D. M. Wolf, Centre Co.	70 00
John Lloyd, Ebensburg Relief Committee	64 46
Supt. W. P. Eckels, McKean Co.	56 00
Supt. J. T. Nitrauer, Lebanon	48 74
Supt. J. M. Berkey, Somerset Co.	47 00
Supt. Aaron Sheely, Adams Co.	45 73
Supt. David A. Harman, Hazleton	43 35
Supt. Matt Savage, Clearfield Co.	40 00
J. C. Colburn, Esq., Somerset	31 00
Supt. Wm. L. Balentine, Mahanoy City	30 00
Will F. Minary, Jr. O. U. A. M., Tyrone	25 00
Prof. B. F. Pinkerton, Tyrone Schools	21 50
G. W. Morrison, Beaver Falls.	21 25
Prof. T. B. Allison, Ebensburg Schools	21 18
D. H. Brown, Washington twp., Cambria Co.	20 00
Dr. Z. X. Snyder, Indiana.	20 00
Geo. E. Meisel, Carroll twp., Cambria Co.	15 00
John Itel, Portage twp., Cambria Co.	15 00
J. L. Baumgardner, Richl'd twp., Camb. Co.	12 00
G. J. Jones, Cambria twp., Cambria Co.	10 00
James Stolt, Carbondale	10 00
G. W. Brown, Dean twp., Cambria Co.	10 00
Dr. J. C. Wakefield, Jackson twp., Camb. Co.	10 00
Rev. S. F. Fergeus, Bellwood.	7 00
M. J. Patterson, Remington, Allegheny Co.	7 00
Prof. G. S. Rudy, Orbisonia Schools.	5 55
L. M. Truxal, Belle Vernon	5 50
J. H. Dimond, Summerhill twp., Camb. Co.	5 00
J. E. Myers, Duncannon	2 50
Emma Weston, Huntingdon Co.	2 25
Chas. Whittaker, Huntingdon Co.	2 20
S. H. Sell, Bedford Co,	2 12
Teacher, Blair Co.	2 00
A. J. Bradley, Blair Co.	2 00
E. B. Seedenburg, Blair Co.	1 59
Jacob Holsopple, Cambria Co.	50
J. F. McClarren, Huntingdon Co.	50
The following Cambria County teachers sent in contributions: S. S. Blough, $3.64; Jennie Askins, $3.00; Alvin Noon, $3.00; N. S. Lehman, $3.60; J. S. Foley, $2.75; Francis Hartsog, $2.75; O. Blackburn, $1.61; Wm. Ribblett, $1.50; Felicitas Randall, $1.00; D. S. Yoder, $1.16; Mary Gibson, $1.16; Jennie Craver, $1.10; J. E. Blough, $1.05; W. J. Rose, $1.00; Clara Hayes, 92c.; J. F. Deitz, 81c.; Susan Holsopple, 55c.	27 29
Total amount received	$5,583 11

DISBURSEMENTS.

To John Gruber, Treasurer for Woodvale Borough School District	$1,596 93
To Sebastian Boxler, Treasurer for Conemaugh Borough School District	1,596 93
To William Striker, Treasurer for Cambria Borough School District	1,596 93
To William Davis, Treasurer for East Conemaugh Borough School District	200 00
To Jacob S. Noon, Treasurer for Franklin Borough School District	150 00
To E. V. Barker, Treasurer for Coopersdale Borough School District	150 00
To Wm. H. Hahn, Treasurer for Lower Yoder (Morrellville) School District	150 00

To Christian Good, Treasurer for East Taylor School District, for use of School at Mineral Point	$75 00
Expenses, stationery, stamps and printing.	67 32
Total	$5,583 11

Since Woodvale, Conemaugh borough, and Cambria borough were compelled to erect buildings (all having been *completely destroyed* by the Flood), the bulk of the fund was given to them.

Millville and South Fork finding their own resources sufficient to carry them through, declined to receive any aid.

Everything connected with the disbursement of this fund has been satisfactory to all parties concerned. The first complaint remains to be heard.

The committee which sent out the appeal requested the late and deeply lamented Dr. Higbee to be custodian of this fund; this he declined, and substituted the name of J. W. Leech.

If the Flood was the most awful calamity of the century, *and it surely was*, the noble form of sweet charity has builded a monument o'er the sad ruins which aching hearts can never forget, and proves that man is brother *now* to man the world o'er.

Respectfully submitted,

J. W. LEECH.

We believe the above to be true and correct in every particular:

C. B. Davis, Woodvale; Louis Keiper, Conemaugh; R. H. Bridges, Cambria; Wm. Davis, East Conemaugh; Jacob S. Noon, Franklin; E. V. Barker, Cooperdale; Wm. H. Hahn, Lower Yoder; D. W. Angus, East Taylor; Enoch James, Millville; J. P. Wilson, South Fork.

Ebensburg, Pa., May 19, 1890.

ITEMS FROM REPORTS.

BEAVER—Supt. Reed: There are now in session, in different sections of the county, six select schools and academies, attended more or less largely by young teachers and others intending to teach.

CAMBRIA—Supt. Leech: Contributions to flooded district school fund received after making final statement: Supt. W. B. Gillet, Susquehanna county, $23 98; Supt. Marlin Bowser, Armstrong county, $6 40. The following school districts go out of existence with this month, when they will be a part of the new city of Johnstown: Woodvale, Conemaugh (boro), Millville, Prospect, Cambria (boro), Grubbtown. The new district *Hastings* comes into existence with this new school year.

CENTRE—Supt. Wolf: The commencement of the Bellefonte High School was very creditable. The class numbered sixteen—eleven ladies and five young men—all of whom sustained their parts unusually well. Dr. Waller delivered the annual address, which was well received by the large audience present, and whilst the memory of Dr. Higbee is gratefully cherished, a cordial greeting and hearty Godspeed are extended to his successor. The popular Principal of the school, Prof. D. O. Etter, severs his connection with it to enter upon his duties as County Superintendent.

DELAWARE—Supt. Smith: Most of our schools will not close until the third and fourth weeks in June. I have visited each school twice during the year, and many of them three and four times. With very few exceptions our teachers are doing excellent work, and it is to be hoped that very few changes will be made in the teaching force of the county. On May 6th, after the election of County Superintendent, the Directors' Association held an adjourned meeting, and after a full discussion, unanimously adopted and recommended a course of study for the schools of the county which do not already have such a course: This course was prepared by a committee of the Directors acting in conjunction with the Superintendent.

ERIE—Supt. Miller: The long-term schools are closed for the summer vacation. I have visited nearly all the schools in the county since my appointment. The best work is done where the continuous term prevails. Among the principal needs at present are: 1st., A uniform grade for all the schools; 2d, additional apparatus; 3d. Better teachers. Good teachers are not dear at any price.

INDIANA—Supt. Cochran: Our county has the usual number of select schools this summer; all seem to be well attended. The State Normal in this county is full to overflowing. From these sources we expect to have a large number of teachers next fall. A few buildings will be erected during the summer. Extra room is badly needed at Garfield, Centreville, Marchand, Covode, Banks and other townships. The West Indiana schools graduated a class of five this term. Blairsville graduated the first class from its High School.

JUNIATA—Supt. Auman: In this, my last report, I take pleasure in saying, that the directors in all the districts of the county, except four, have purchased the "Complete School Charts" for use in their schools the coming winter.

LYCOMING—Supt. Lose: All our boroughs closed their schools with appropriate evening exercises. Jersey Shore and Muncy graduated clasess, and South Williamsport and Hughesville each have classes on the way for next year. Montoursville and South Williamsport intend to increase their school accommodations during the summer, the former by remodeling the old, the latter by building a new house. Our eight boroughs will then be very completely equipped with first class houses.

MERCER—Supt. McCleery: Cool Spring and Wilmington have each a new building in process of construction. Arbor Day was observed by a number of schools. Schools are now nearly all closed.

MONROE—Supt. Paul: The school board of Chestnut Hill has purchased new furniture for all the schools in the district. East Stroudsburg will open another school at beginning of next term, making in all eight schools—an increase of five in eight years.

NORTHUMBERLAND—Supt. Bloom: Another school year has closed, and it affords me pleasure to note that there is abundant evidence that substantial educational progress has been made in our schools. The directors, teachers and patrons deserve great credit for the active interest taken in behalf of our schools. The district institutes of Coal township, have been productive of much good, and similar educational meetings should be held in all the districts of the county not doing so already. The school grounds of Turbotville have been nicely graded and adorned with fifty trees, maple and others, purchased and planted by the Board; they present a very promising appearance. The commencement exercises of the high schools of Mt. Carmel, Sunbury, Watsontown, Milton, Northumberland and Purdytown were attended by large and appreciative audiences. The classes with one exception were larger than last year. All the members acquitted themselves very creditably.

SNYDER—Supt. Hermann: In general we have had a very successful year. A class of six was graduated from the Selinsgrove High School. A large audience attended the closing exercises. The orations and essays were, in the main, excellent.

WAYNE—Supt. Kennedy: Commencement exercises of a high order were held May 14, by the Hawley high school—six girls and one boy in the class. Interesting anniversary exercises were also held at the Pleasant Mount Academy. Arbor Day was celebrated with appropriate exercises by the Honesdale schools. A tree was planted for the lamented Dr. E. E. Higbee, one in honor of the Principal G. W. Twitmyer (a surprise to him), and one for each class in the high school. The day was also fitly observed by the pupils and teachers of the Hawley schools.

BETHLEHEM—Supt. Farquhar: Arbor Day was observed on May 2d, by our schools. Bethlehem is noted for its landscape beauty of trees and flowers. It rarely occurs that there is an opportunity to plant trees on so extensive a scale as was done by the schools this year. The borough authorities had in possession a lot of ground of considerable size, which they caused to be graded and prepared for grass and trees, the design being to make it a public park. The scholars, with the spirit indicated by the Governor in his proclamation, bought and planted twenty-six Norway maples there, naming them, according to a pleasant custom now-a-days, after statesmen, poets, leading educators, and the quiet retreats of great men. Besides, all the schools engaged in literary exercises appropriate to the day. The whole movement seems to have met with the approval of the parents and citizens generally.

BRADFORD—Supt. Boyce: Our schools have just closed. The population of the city is increasing so rapidly that it has been found necessary to have more school-rooms. A new building of eight rooms is in process of construction, and two rooms will be added to one of the Ward buildings, giving us ten more rooms than we have at present.

BUTLER—Supt. Mackey: A class of twenty-seven pupils completed the common school course and were awarded diplomas. S. F. Bowser, Esq., on behalf of the School Board, made an eloquent presentation address; the class was also ably addressed by Jos. Galbreath, Esq., and Mr. H. J. Klingler, members of the Board. Public oral examinations of High School classes in Greek, Latin, German, Geometry, and Trigonometry, were held during the last three days of the term, with very satisfactory results.

CHAMBERSBURG—Supt. Hockenberry: Considering all the circumstances, we are almost fully satisfied with the progress our schools have made during the year. The directors have been alive to the interests of the schools, and the teachers as a whole have never been surpassed in persevering efforts and successful work. Our lack is in having too few teachers for the primary schools, and in parental indifference as shown by irregular attendance and tardiness of pupils. Thirteen graduated from the high school. Commencement exercises were very interesting and highly applauded by the large audience that crowded the Opera House. The entire year's work is quite beyond the average of the last few years. Our public schools are more fully appreciated than formerly.

COLUMBIA—Supt. Hoffman: Arbor Day was observed with appropriate exercises in the several schools; the pupils and their parents planted 252 trees during the day. The results of examinations thus far indicate very thorough work on the part of teachers and pupils. All interested in school work feel that we have just closed a successful year.

HARRISBURG—Supt. Foose: Both days set apart by the Governor and State Superintendent were observed as Arbor Days. The first was devoted to literary work and exercises in the school-rooms; the latter was observed by planting trees with appropriate exercises in Reservoir Park. Hundreds of trees were planted throughout the city on this occasion. The children of the central and eastern portion of the city joined in the planting of trees in the park.

MEADVILLE—Supt. Hotchkiss: A public exhibit of school work from all grades was made May 3d and 4th, at which 1500 persons were present. With the exhibit from the regular school was work from the Manual Training Shop, and a large display from the cooking school.

PHŒNIXVILLE—Supt. Leister: At a recent meeting of the Board, the Emmett Street building, two stories high, containing twelve rooms. was sold to the Roman Catholics for parochial school purposes. A committee with Mr. J. O. K. Robarts, chairman, was immediately appointed to select a site for the erection of another and more suitable building.

SCRANTON—Supt. Phillips: The system, inaugurated by the Board of Control, of having the President appoint special committees, including the entire Board, to visit all schools of the city and report monthly, will undoubtedly be productive of beneficial results. These committees visit the different schools independently

of the controller of the ward in which the school is located. The merits and defects of the existing system thus become a matter of general and intelligent discusssion at the meetings of the Board. Under the auspices of the P. O. S. of A., a flag has been placed in the principal's room of each of our buildings. The children having had their enthusiasm aroused, are forming patriotic societies, and as a result large flags are being purchased and placed on the buildings with appropriate exercises. The Board of Control furnishes the poles and has them set in place; and the members take a hearty interest in the "flag raising." A new eight-room building has been accepted since my last report, and the contract is about to be let for another eight-room building, to cost approximately $20,000.

SHAMOKIN—Supt. Harpel: May 20th marked the close of another school year. The attendance for the year was large, and more regular than for any previous term, and the work of the schools clearly shows that we are slowly making substantial progress. A class of forty-nine pupils was graduated from our Grammar Schools, and sixteen received diplomas of graduation from the High School. The commencement exercises were witnessed by a large audience.

SHARON—Supt. Canon: Commencement exercises of the High School were held in the M. E. church, on the evening of May 21st. An admission fee of 15 and 25 cts., was charged. By this means over one hundred dollars were cleared for use of the school library. There were sixteen graduates,—eleven girls and five boys. This was 34 per cent. of the entire High School.

STEELTON—Supt. McGinnes: The following constituted the closing exercises of our schools: Wednesday and Thursday, May 28 and 29, Children's Day Exercises; Tuesday, June 3. High School commencement; Wednesday, June 4, Public entertainment given by the High School Alumni Association. All these exercises were well attended and highly appreciated by the friends of education in our community. The corner-stone of the new building in the 5th ward was laid with appropriate ceremonies on the evening of May 20. Able addresses were delivered by Hon. Henry Houck and Maj. L. S. Bent.

WEST CHESTER—Supt. Jones: A number of the teachers are using our daily papers to teach current events. In the schools where this is done, there is greater interest in geography and history; and it is believed that the children are more responsive in all the branches. The schools in which time is taken for the introduction of extra work, are the ones that show the most progress in the regular work of the grade. Many of the schools had exercises commemorative of Decoration Day. The contest for the Meredith Gold Medal in Declamation was held on May 29. Nine boys contested. This medal is given annually by Mr. D. W. Meredith of this place to the boy who has the best declamation.

WILLIAMSPORT—Supt. Transeau: The educational event of the month was the annual commencement of the High School, held in the Academy of Music on the 28th, of May. The graduating class numbered twenty-five. This is the largest class in the history of the public schools of this city. The audience was very large and everything passed off pleasantly and with the greatest credit to our public schools.

LITERARY DEPARTMENT.

IT is several years since we had the pleasure to note the issue of a volume of the beautiful "Riverside Aldine Series." The last volume we had seen was the tenth, Mr. Warner's "Back-Log Studies." Since then, we believe, Thoreau's "Walden" in two volumes and Hawthorne's "The Gray Champion" were issued, and now we have received *Tales of New England*, (Price $1.00) by Sarah Orne Jewett, whom many of our readers know as one of the most charming of American women writers. Especially is she without a peer in her delineation of New England life, character, and scenery. Eight of her best and most characteristic short stories relating to New England life are gathered together and given a place, well merited, in this series of the choicest of American classics. We know of nothing more quaintly touching and pathetic than "Miss Tempy's Watchers," while no one but Hawthorne himself could have written a sketch like "A White Heron." The volume is of course uniform with the rest of the series, that is to say, it is a model of the bookmaker's art, not only type and paper and binding, but the size and proportion of each part and of the whole are such as to give the most chaste and thoroughly artistic effect; severely simple, no unnecessary gilt or stamping, but everything "just right" and therefore beautiful. The same simplicity and general neatness, though with a more striking likeness to the style of binding of about a century ago, characterizes the same publishers' Houghton, Mifflin & Co's, exquisite little volume of *Robert Browning Personalia*, (Price 75 cts.) by Edmund Gosse. It has also a very fine portrait of the great English poet as he looked in early manhood, which serves as frontispiece. Lovers of Browning will cherish this dainty, loving little book, and prize it very highly, as it contains the words of one of his most tried and appreciative friends, and has double value and interest as having the poet's own expressed sanction and commendation. It gives a sketch of his life as seen by an intimate friend, with many very interesting personal recollections and impressions. As a tribute to the dead poet's memory it is tasteful and graceful, worthy of him and of Prof. Gosse, the accomplished author.

Another very handsome book just published is the initial volume of the "Heroes of the Nations"

series, published by G. P. Putnam's Sons of New York, a series that promises to be of unusual value and interest if we may judge from the volume before us on *Horatio Nelson* and the Naval Supremacy of England, by W. Clark Russell. ($1.25.) The name of the author is sufficient guarantee of the entertaining character of the style, though the fact is it would have been hard for any one to write a life of Nelson and not be entertaining,—even Southey managed to be interesting on this subject. The book, however, seems to be a really valuable biography, and at the same time one that will be popular with the young folks; it is indeed just the book for the school library. It is full of historical information, and as full of patriotic inspiration. Just what our boys want. The publishers are to be commended on the superior style in which they are getting out this series—much handsomer, if not better, than their "Stories of the Nations," with very fine illustrations, on exquisite paper, printed in large clear type, and bound in a style as attractive as it is substantial. Other volumes are to follow at short intervals.

One of the most noteworthy events in recent fiction is the publication by Houghton, Mifflin & Co., of *The Master of the Magicians*, written jointly by Mrs. Elizabeth Stuart Phelps Ward and her husband, Mr. Herbert D. Ward. ($1.25.) Thelatter we may presume furnishes the historical and archæological lore, for he is almost as well known as an Assyriologist as is his learned father, and the book is a veritable manual of Babylonian history and archæology. The breath of life which has been given to these dead bones evidently comes from Mrs. Phelps, or rather Ward as her name now is. Her powers of vivid portrayal are well known to readers of "Jack the Fisherman," "The Madonna of the Tubs," and the "Gates Ajar," etc. She has no equal in this respect among all our American writers. And she has proved this again in the splendid story before us. It is indeed full to the brim of ancient Babylonian and Assyrian lore, but it is all made thoroughly and intensely alive. It gives as vivid and as faithful a delineation of the prophet Daniel and his times as Ben-Hur does of the days of Christ. And it is as interesting in every respect. If it does not become as popular as Ben-Hur it will not be because it is in any way inferior to it.

Of all the many series of books for the young that are being issued in this country there is none that seems to us more completely to fulfill the ideal of juvenile literature than Houghton, Mifflin & Co's. "Riverside Library for Young People," of which the seventh and eighth volumes are now before us. They admirably sustain the test of being just as interesting to the old as to the young. There is nothing *juvenilish* about them. The authors do not "write down" to their readers; but in manner and style appeal to the latter's self-respect and to the best that is in them. *Java: the Pearl of the East.* (Price, 75 cts.) being written by the author of "A Princess of Java," Mrs. S. J. Higginson, is of course interesting. Mrs. Higginson describes graphically, concisely, and accurately not only what she could learn about Java from the best authorities, but what she has herself seen and knows from personal experience of the physical, social and political features of that beautiful island. It is surprising how very comprehensive her account is. It is, indeed, a very complete hand-book on Java. Of quite a different character is vol. 8, on *Girls and Women* (Price, 75 cts.), by E. Chester, a book we should like to see in the hands of every school girl, yes, every woman, in our land. There are plenty of books for young men, but few specially written for young women, to talk to them sensibly of An Aim in Life, Health, Practical Education, Self Support, Occupations for the Rich, Essentials of a Home, Narrow Lives, and kindred subjects. We believe it is just the book many a mother, and many an earnest teacher, has often been wishing for, to help make good, true women of the girls intrusted to their care. Both these volumes, as all their predecessors in the series, ought to find place in our school libraries; but if only one can be bought for the purpose, let it be "Girls and Women." Moreover this is the kind of book we ought to have in our Sunday-school libraries.

Mr. John B. Alden, New York, who gives us the cheapest good books published, has just issued a timely reprint of *Stanley's Emin Pasha Expedition*, (Price 50 cts.,) by A. J. Wanters, with an excellent map and less excellent illustrations. It is an intensely interesting narrative, and an important part of the history of the great explorer about whom every one wants to know all that can be known. The book is excellently printed and bound. So is also the much larger volume by Thomas Gregg entitled *The Prophet of Palmyra*, (Price $1.); in which is given us a very full and apparently authentic history of Mormonism.

ELEMENTS OF PLANE AND SPHERICAL TRIGONOMETRY. *By Edwin S. Crawley. Philadelphia: J. B. Lippincott Co. 8 vo. pp. 159. Price, $1.00.*

This is a concise presentation of that portion of Trigonometry usually studied in a college course. It is done with admirable clearness and sufficient fulness, and will doubtless be appreciated by those for whom it is intended. Part I treats of Plane Trigonometry; Part II of Spherical Trigonometry; while an Appendix contains such formulæ as will be found most useful in subsequent mathematical work, besides answers to some of the examples given in the body of the work.

THE BEST ELIZABETHAN PLAYS. *Edited by Wm. Roscoe Thayer. Boston: Ginn & Co. 12mo., pp. 611. Price, $1.40.*

Teachers of literature have long wanted some such selection of "best" plays of the Elizabethan age, of course exclusive of the prince of all dramatists, Shakespeare. The plays selected by Mr. Thayer are Marlowe's "Jew of Malta," Johnson's "Alchemist," Beaumont & Fletcher's "Philaster," Fletcher & Shakespeare's "Two Noble Kinsmen," and Webster's "Duchess of Malfi." Of course, when making a selection of only five plays from the multitude of very good ones produced in the prolific golden age of our literature, the word "best" is one difficult to define. Much must depend upon the individual pref-

erences and tastes of the person selecting. Mr. Thayer justifies his choice in the scholarly Preface, in which he also treats, critically and historically, the plays chosen and their authors. A few judicious notes accompany each play, giving such information and explanation as the student needs. Each play is given entire. The volume is admirable in every way, and will be appreciated by all students of English literature.

HEROIC BALLADS, *with Poems of War and Patriotism. Edited with Notes. By D. H. Montgomery. Boston: Ginn & Co. 12mo., boards, pp. 319. Price, 50 cents.*

It is some time since we received any of Ginn & Co.'s excellent "Classics for Children," a series of low-priced, well-made books of which nothing but praise can be spoken. "Heroic Ballads" consists of 68 selections, made with taste and skill from the most stirring lyrics of a variety of English and American poets from Macaulay and Aytoun to Forceythe Willson and Michael J. Barry. The book is one every bright boy will enjoy; and one that will do good in our American schools, where the virtue of patriotism must be carefully cultivated if it is not to be wholly destroyed in our land by our demoralizing pension system. The volume is a worthy addition to a most valuable series.

AESCHINES AGAINST CTESIPHON (*On the Crown*). *Edited on the basis of Weidner's edition by R. B. Richardson. Boston: Ginn & Co. 12 mo. pp. 279. Price, $1.40.*

The more we see of the "College Series of Greek Authors," of which this is a volume, the better does it seem to us, either for class use or private study. The text is carefully edited, and beautifully printed; the foot-notes, as well as the critical notes in the appendix, are just what the scholar needs, no more, no less; while the scholarly introductory essay, biographical, historical, philosophical, critical, is simply above praise. For painstaking and exhaustive thoroughness this series of text-books has no superiors, perhaps hardly any equals, outside of Germany. The present volume is no exception to the high degree of excellence characterizing the whole set of books.

HISTORY OF EGYPT. *By F. C. H. Wendel, A. M., Ph.D. New York: D. Appleton & Co. 18mo., pp. 159. Price, 45 cts.*

Like all of Messrs. Appleton's "Primers," this little volume is a veritable *multum in parvo*. It gives in compact form all the latest ascertained results of the science of Egyptology as affecting the history of that ancient land which had so important an influence on all later science, art, language and religion. The book is thorough and reliable, and ought to serve as a spur to further study; its maps appear to be accurate and well made. It is a good volume for the desk of the teacher of history, and for general reference.

THE RIVERSIDE SCIENCE SERIES. *The Physical Properties of Gases, by Arthur L. Kimball. 12mo., pp. 238. Price, $1.25. Heat as a Form of Energy, by Robert H. Thurston. 12mo., pp. 261. Price, $1.25. Boston: Houghton, Mifflin & Co.*

The first volume of this admirable series of books of popular science appeared several years ago. It was Prof. Mendenhall's "A Century of Electrtity." We now have two more volumes following in quick succession, and fulfilling our high expectations aroused by the excellence of the first. The purpose of the series is to give to the intelligent general reader a clear and sufficiently full, and above all thoroughly reliable, knowledge of the results thus far arrived at in the various sciences, together with a history of the sciences themselves. "It is thus hoped to meet the wants of many who, lacking the time for a more thorough study of the subject, wish to know something of modern views and the basis on which they rest." Each volume is written by an authority on the subject, while the publishers have done their share in making the books readable and popular by the superior manner in which they are printed and illustrated, on the best paper, while the binding is attractive and yet appropriate. The volumes are to be commended not only for school libraries, but for the library of all intelligent readers.

NUMBERS UNIVERSALIZED, AN ADVANCED ALGEBRA. *By David M. Sensenig, M. S. Part Second. New York: D. Appleton & Co. 12mo. pp. 492.*

We called attention to Prof. Sensenig's very superior work when Part First appeared, some time ago, and therefore need now do no more than announce that the work is completed, with the same skill, and has all the points of excellence in method and arrangement that were so marked in the former work. We commend it to the special notice of high schools and colleges.

THE FOURTH READING-BOOK. *By Eben H. Davis, A. M. Illustrated. Philada.: J. B. Lippincott Co. 12mo. pp. 448. Price, 80 cts.*

We notice that the selections for reading in this volume are nearly all taken from the works of classic authors, and chiefly American. This is a commendable feature. In type, binding, etc., the book is uniform with the preceding volumes of the series to which it belongs.

RIVERSIDE LITERATURE SERIES, NO. 46: *Old Testament Stories in Scripture Language. Boston: Houghton, Mifflin & Co. Price, 50 cts. per year; 15 cts. per number.*

The Bible narrative is given uninterruptedly from the Dispersion at the Tower of Babel to the Conquest of Canaan. The omission of incidents and episodes, genealogies, etc., makes the story direct and interesting. We are glad to see these sacred stories incorporated in this standard series.

OBSERVATION LESSONS IN THE PRIMARY SCHOOLS. *A Manual for Teachers. By Louisa P. Hopkins. Boston: Lee & Shepard. pp. 212. Price, 75 cts.*

There is no longer a lack of books for Kindergarten and object lesson teachers. But there is always room for improvement in them. We believe the little volume before us to be an improvement on most of its predecessors in this field. Its arrangement is good; manner and style short, direct and to the point. Its great aim is to combine teaching accurate observation and clear expression, or description. We commend it to the attention of teachers generally.

THE ATLANTIC MONTHLY (*Houghton, Mifflin & Co., $4 per year*). The June number of this favorite magazine is a notable one. We should like every teacher and superintendent, and every director, to have a copy of it, and be made carefully to read Charles Dudley Warner's splendid article on *The Novel in the Common School*. It ought to be reprinted as an educational tract and distributed broadcast. It is so full of truth, so clearly, convincingly, yet gracefully expressed, that it must do every one good who reads it, if he be a rational being. We advise all teachers by all means to get this article. In the same number also is the usual wealth of good fiction, good poetry, and good literature in general. In the July number "Felicia" begins, by "Charles Egbert Craddock's" sister.

IN instrumental music, even more than in singing, much depends on the fidelity and earnestness of the pupil. It is true that if the lesson be very long and intricate, it is not possible for each pupil to play it through with close criticism; but individual performance is not the most important part of teaching; we are all more or less imitative, and learn by example and precept, by the mistakes and successes of others. Number six on Monday should be number one on Thursday, and in turn become a model or a beacon. The stimulus that is assumed by the associating of pupils in this work is too important to be overlooked. Apart from that instinct in human nature manifested in a desire to excel and surpass others in any contest, the habit of playing and singing in the presence of others tends to banish shyness; and that wretched *mauvais honte* which many of us know to our cost keeps silent many a music lover who, it may be, is no mean performer, but, unused to displaying his or her talent before others than the teacher, is overwhelmed with fright when asked to confer pleasure, getting only a partial and individual enjoyment out of a large expenditure of time and money.

VIVA L'AMERICA.

H. MILLARD.
By per. WM. A. POND & Co.

Declamato.

1. No - ble Re - pub - lic! happiest of lands! Fore-most of na - tions Colum - bia stands.
2. Should ev - er trai - tor rise in the land, Curs'd be his home-stead, wither'd his hand;
3. To all her he - roes, jus - tice, and fame; To all her foes, a traitor's foul name;

Freedom's proud ban - ner floats in the skies! Where shouts of Lib - er - ty
Shame be his mem - 'ry, scorn be his lot, Ex - ile his her - i - tage,
Our stripes and stars still proud - ly shall wave, Em - blem of Lib - er - ty—

dai - ly arise! U - nit - ed we stand, di - vided we fall, Union for - ev - er, freedom for all;
his name a blot. U - nit - ed we stand, di - vided we fall, Granting a home and freedom to all;
Flag of the brave! U - nit - ed we stand, di - vided we fall, Gladly we'll die at our country's call;

Chorus.

Throughout the world, our mot - to shall be Vi - va l'Amer - i - ca, Home of the Free!

IN the spring of 1863 two great armies encamped on either side of the Rappahannock River, one in blue and the other in gray. One evening, as twilight fell, the bands of music on the Union side began to play their martial music, the "Star Spangled Banner" and "Rally Round the Flag;" and that challenge of music was taken up by those upon the other side, who responded with the "Bonnie Blue Flag" and "Away Down South in Dixie." It was borne in upon the soul of a single soldier in one of those army bands to begin a sweeter and more tender air, and slowly, as he played it, they joined in a sort of chorus of all the instruments upon the Union side, until finally a great and mighty tide of harmony swelled up and down our army—"Home, Sweet Home." When they had finished there was no challenge yonder, for every band upon that farther shore had taken up the lovely air, so attuned to all that is holiest and dearest, and one grand chorus of the two great hosts went up to God. When they had finished, from the boys in gray came a challenge, "Three cheers for home!" and as they went resounding through the skies from both sides of the river, "something upon the soldiers' cheeks washed off the stains of powder."—*Frances E. Willard.*

THE
SCHOOL JOURNAL
ORGAN OF THE DEPARTMENT OF COMMON SCHOOLS AND OF THE STATE TEACHERS' ASSOCIATION.

Vol. 39. AUGUST, 1890. No. 2.

THE decision of the supreme court of Wisconsin excluding the Bible from the public schools as a sectarian book, is one that will not be likely to stand. The decision of the supreme court of any state, in order to stand, must be a just decision. It may well be asked, "What did the framers of the constitution of Wisconsin intend?" No one for a moment will suppose they intended to have the Bible excluded from the public schools. They were mainly New England men, having a religious bringing up. The interpretation this court puts on the constitution they framed would make them turn in their graves. Those men meant to exclude sectarian teaching, just as they said. But does that rule out the Bible? Does it rule out Milton's Paradise Lost? This court wrongly defines sectarianism. Sectarianism comes from the employment of some special statement for the purpose of drawing together men and women into an organization. But the schools do not use these statements for this purpose; hence they are not sectarian. The use of the statement makes all the difference in the world. That decision will be reversed.—*N. Y. School Journal.*

THIS ceaseless cry and strife for something we have not got, this outstretched hand of humanity, is not a caprice, nor yet an act of selfishness, but rests on this divine, inborn sense of heirship to all things; only we forget that we must inherit through God, that only the meek possess the earth, the pure in heart see God. But what a truth! What transforming power is wrapt up in it! What a light it throws on toil, and narrow circumstance, and all these restraints and bonds that tie us down to this place and that task! I take it that a great part of this earthly tuition and discipline is not more to work out the evil that is in us, than to prepare us to receive what God has in readiness to give us. I cannot otherwise interpret the great and terrible withholding seen in the vast majority of lives; this fearful negative must mean a gracious positive.—*T. T. Munger.*

ONE of the Superintendents has sent to each school officer and teacher a circular containing excellent suggestions, as well as some sensible requirements. One of the best things in this circular is the encouragement for teachers to read educational books and journals. In this connection he says: "If you would be a teacher worthy the name, you should study, not carelessly read, some good book on the Science and Art of Teaching. I recommend White's Pedagogy. The first part of this book deals with elementary mental philosophy and requires close study. The last part treats of practical methods of teaching. Applicants for certificates will be excused from writing in any three subjects in which, at their last examination, they passed above eighty per cent. providing they pass a satisfactory examination on this book." Under the head of record he says: "At the end of each term write out a full list of grades and classes on legal cap paper. This report should show where and in what text-book each class began work, what has been studied, and at what place in the book the class ceased work. If supplementary work has been

given in connection with the book, mention it, stating the amount done. In primary classes, where oral instruction has been given, state what has been accomplished. Give your opinion regarding what should be reviewed and where each class should begin work. If certain pupils are somewhat ahead, or not so far advanced in any of the studies as the average of the class, mention it. This report should be filed with your director for the use of the succeeding teacher, and a copy delivered to the Board of Examiners."—*Michigan School Moderator.*

IT is a little ridiculous to see a man who is so absolutely confident that he is right that no doubt comes over his mind that, *perhaps*, he may be after all somewhat wrong. His self-confidence is something sublime to contemplate. With the air of an absolute monarch of all he surveys, he says, "*You are wrong.*" The fact is, the true man is always open to conviction—always ready to learn, always eager to find the truth. This true man is a rare man, and so a valuable man when found. Dr. Deems of this city was once preaching in a most earnest manner, what he declared to be the truth. All at once he suddenly stopped, and dropping his voice said: "Am I wrong? If I am I want to know it. If any one will point to me my error, I will give him a patient hearing. I am anxious to know the truth." Here is a true man. This has made Dr. Deems what he is, and just this spirit will make any man a *true* man. It would be an excellent thing for some thinker to write an article on "Prejudice." The world needs education on this topic. Confidence in opinion is an excellent thing, but at all times our confidence must be held subject to the revelations of fuller and better light.

Rev. John H. Vincent, the Chancellor of Chautauqua, when asked recently to describe Chautauqua in a few sentences, wrote the following: "A quarter of a million of people are closely connected with Chautauqua, a summer city, an ideal community, a centre of educational influence. Plato's 'Republic,' Moore's Utopia, Bellamy's Looking Backward, are dreams. Chautauqua is a reality, great in its achievements, far greater in its possibilities. Chautauqua says to the student, the teacher, the clergyman, the lawyer, to the young and old, 'Come to the groves, study, listen, develop your bodies, refresh your minds, be broader wiser, better. True recreation is found not in idleness, but in change of occupation.' Chautauqua is a city where public functions are carried beyond the usual limit, to provide instruction and amusement free to all citizens alike."

A PERSON inquiring whether he should seek the office of teacher, ought to look carefully at the duties required. The first of these is to secure obedience on the part of the pupil, and the second is like unto it, to see that the lessons are thoroughly learned. Where this is not done all higher instruction, moral and religious, must be valueless, perhaps even injurious, as tending to prejudice young people against what is good. I have noticed that the schoolmaster or professor who is ever preaching piety, but who cannot keep order, is of all teachers the most likely to turn away his scholars from religion. On the other hand, it is equally certain that a mere disciplinarian or formalist, strict as a Pharisee, is not likely to rear the highest style of pupil. A thorough instructor must aim at something higher than coming up to the requirements of the State Superintendent or his Board of Trustees. He must seek to attract the interest and, if possible, to gain the affections of those whom he would lead and guide. Mere discipline, however perfect, will not generate a living and lively school. With nothing else there will be a want of attention on the part of the scholars and a consequent dullness and stupidity in the work executed. It is not enough to have system, there must be life superadded. The teacher who would make lively pupils must himself be alive. It needs fire to diffuse heat. The dull teacher produces dull scholars. Almost all the great teachers I have known have been distinguished for life. Some of them have been lively to excess, and been absolutely without common sense; but they were able to carry on their pupils by the stream of their enthusiasm.—*N. Y. Independent.*

THERE was a Plymouth man, Ichabod Morton; he descended from the George that came over among the Pilgrims. Once when he was away on business, staying in a Boston boarding house, his sleeping-room, in the night time, became supernaturally lighted up, and he had a vision of this world as it ought to be according to the Gospel rule of love; and he made a vow—I don't know if to any person—I *think* to some kind of a presence—that he would give his life to bringing that state about. It was somehow to be done by Love—and there was nothing he took more enjoyment in than in joining

in singing hymns that treated of love. Well —there's no time to go into particulars, but first he was "that cold-water man," and then he was an abolitionist, and then he finally came to believe that school education ought to be made a way of bettering the world; and he went to town meetings time and time again and plead to have the district plan done away with and the town take the management, and to have longer schools and better teachers; and this, he said, would take more school money, and—well, 'twas a long fight, for the poor parents said what was good enough for them was good enough for their children, and the rich knew they could send theirs to private schools. But he kept at it, and got every year more and more money set off, and finally had matters fixed so that children of about the same age could go together. Then he worked for a Girls' High School, and then for a Normal School to teach teachers to teach, and that seems sensible enough to my mind. Why, I remember him going round our county with that state agent, Horace Mann, lecturing and begging money for a building. Horace Mann put something about him in print. Well, he wasn't thought much of by the general run, but he put his life into this kind of work, and when he died, his last words—spoken to a gentleman who had been on his side—were, "*Don't let the schools go down.*"—*Mrs. A. M. Diaz.*

THE true test of a religion is not what men do for it, but what it does for men. God is love. A religion that comes from God must make men loving. It must make men unselfish, gentle, generous, broad, tolerant. If it has not this effect, then, no matter how beautiful its claims may be, no matter how vast its place in history, no matter what millions kneel before its altars, no matter what wealth is lavished in its spread, no matter what zeal is shown in its support, it has sprung from no seed that God has planted, and it bears no fruit that God will own when his angels shall go forth to gather the harvest in.

THE schools are only one of the potent educational forces of the day, and the whole responsibility for good morals and sound culture does not rest with them. The schools recognize their duty, and are willing to assume their task of giving children a start, an impetus in the right direction. They will gladly strive to impress right character, impart the elements of knowledge, and inspire a love of learning; but they beg to be relieved from the onerous exactions of those who demand that the school send forth the pupils clothed with supernal attributes, and profoundly versed in all the intricacies of human wisdom and handicraft. The critics of the schools, while condemning so unsparingly, not only overlook what is good in the old methods and their results, but are not cognizant of or ignore the actual progress of education in recent times.—*Ohio Ed. Monthly.*

School Inspector Hausenfelder, of Hamburg, Germany, said recently to the teachers of his district: "Gentlemen, my colleagues, I am not a spy who comes to watch you, nor a policeman who searches for violations. If you should think so, I would be very sorry. I come to your schools to enjoy myself with you, if everything goes lovely, and to counsel you in a friendly spirit, if there is anything in disorder. Rest assured our combined efforts will straighten things. At all times I come as a friend."

DIESTERWEG'S opinion was, that every teacher should be able to speak easily and fluently on his feet, to enter into discussion dispassionately in school or society. If any teacher were of the opinion that he could think a matter, but was unable to give it expression, he was mistaken; for what in matters of thought one cannot express, one does not possess or has not thought out clearly. Thought and word originate the same movement of mental activity. The one is not possible without the other, as little as a mind without a body. Hence mental exercises should always be attended by oral and written exercises; and candidates for the teacher's profession should frequently practice "free speech" in public discussions.

It was once my misfortune to be in a senior class where the teacher had the decidedly erroneous idea that the aim and desire of every girl in the room was to take advantage of her, and deceive her whenever she had the opportunity. In fact, on several occasions she informed her scholars that she "didn't think there was an honest girl in the class." You can readily imagine the contempt in which she was held by the majority of her pupils, and how little love or co-operation there was in that room. The "unprincipled" did their utmost, and the teacher, taking no pains to either expose or prevent them, denounced honest and dishonest alike. There were girls in that room who were the very essence of honesty and

uprightness, and they resented this treatment bitterly. A little boy, having been placed in a new school, and being asked by his brother how he liked it, replied that "it was't any use trying to be good in that room, for she thought we were *all* bad."

NOT only is one man unlike another, but every man is essentially different from every other, so that no training, no forming, nor informing, will ever make two persons alike in thought or in power. Among all men, whether of the upper or lower orders, the differences are eternal and irreconcileable between one individual and another, born under absolutely the same circumstances. One man is made of agate; another of oak; one of slate, another of clay. The education of the first is polishing; of the second, seasoning; of the third, rending; of the fourth, moulding. It is of no use to season the agate; it is vain to try to polish the slate; but both are fitted by the qualities they possess for services in which they may be honored."—*Ruskin.*

OUTLINE maps are necessary helps in the school room. As to them about the same conditions prevail as to reading charts, and teachers are only too frequently cast upon their own resources in getting them. If, in such case, teachers can not draw their own outline maps, they should write to the Educational Publishing Co., 106 Wabash Ave., Chicago, for map stencils. These are about 30 by 40 inches in size, cost 10 cents each, can be had of each hemisphere and each grand division, and consist of sheets of very thin but strong paper with perforations to indicate boundary lines, rivers, mountains, ranges, cities, etc. By placing these stencils evenly on strong sheets of manilla paper (in order to keep them in place, weights should be put on the corners of the stencils), and rubbing them over with dry blueing on a soft piece of cloth, a faint outline map is produced on the manilla paper. The different lines on this map may be retraced and made more prominent by means of pencils of different colors; and, if it is desirable to have names on the map (many of our teachers claim it is *not* desirable), these may be put on with pen and ink. After the maps are completed they should be varnished and put on rollers; thus they may be kept and used for years. A teacher who will put himself to the trouble of thus making a new map for every new class, *and putting in the geographical data as they dre learned,* will find his reward in the progress that his pupils will make. Maps of this kind have a decided advantage over many of the costly outline maps; they contain just what is wanted, neither more nor less, while many maps, by an over—abundance of names and marks, only help to confuse the pupils' minds.

To put an egg into a bottle looks like a good deal harder thing to explain than the king's question how the apple got into the dumpling; and for this reason the secret of the trick will please young people who love to make their friends wonder. A writer in the *Rural New-Yorker* tells its young readers how they may perform the "magic" feat of putting an egg in a bottle. Like many other curious things, it is easy enough when you know how. This is the way it is done: Soak a fresh egg for several days in strong vinegar. The acid of the vinegar will eat the lime of the shell, so that while the egg looks the same, it will be soft and capable of compression. Select a bottle with a neck a third smaller than the egg. With a little care you will have no trouble in pressing the latter into the bottle. Fill the bottle half full of lime water, and in a few days you will have a hard-shelled egg in a bottle with a neck a third smaller than the egg. Of course, you pour off the lime-water as the shell hardens. How the egg got into the bottle is a conundrum that few can answer.

IN thirty-one words how many "thats" may be grammatically inserted? Answer: Fourteen. He said that that that that man said was that that that one should say; but that that that that other man said was that that that man should not say. That reminds us of the following "says" and "said." Mr. B. did you say or did you not say what I said? Because C. says you said you never did say what I said you said. Now, if you did say that you did not say what I said, then, what did you say?

Let us warn teachers, especially young ones, against attempting to reply to any question by a scholar when they do not really know what answer to give. No one can be prepared for every question which can be asked. The veriest fool can ask more in five minutes than the greatest philosopher can answer in a life-time. I know the temptation is great to give a reply of some sort, which may be right or may be wrong, "for fear the scholars should think us ignorant;" but that temptation must be battled with. The real reason why an answer is attempted, ninety-nine times out of a hundred, is pride,

and it is pride which will certainly have a fall; for if the scholar does not know at once that the reply was a guess, he will remember it, and confront the teacher with it at some most inopportune time—perhaps quote his own words against him. Then, indeed, will the scholars look down upon that teacher, and probably give him a far lower place in their regard than he really deserves. If, however, their teacher is well informed, and well ahead of them, he will not sink at all in their estimation if he honestly confesses that he cannot answer some particular question—it is generally one of fact—on the spur of the moment. Still, he should carefully treasure the question, and see that he obtains the correct answer to it for the very next time he meets his class, and should give them the reply, with any other information on the subject he may think fit.—*Central School Journal.*

READ, O pedagogue, the biographies of great men, and see how many of them must once have trod the painful path of the stupid scholar. Darwin says of himself that he never could remember a date or a line of poetry. One of the masters of Thomas Hill Green, afterward professor of moral philosophy at Oxford, England, and the "Grey" of Robert Elsmere, said of him as a schoolboy, "He is slow and easily puzzled." Prescott, the historian, could memorize his tasks in mathematics while at Harvard, but could not understand them, and at last gave them up as a waste of time, with the approval of the professors. Turner was told by his teacher that he was a dunce, only fit to become a blacksmith, because, forsooth, he could not comprehend geometry; yet he became one of the greatest painters of the day, and put into daily use the principles of that science which he was judged incapable of understanding.

CICERO said: "A man would have no pleasure in discovering all the beauties of the universe, unless he had a partner to whom he might communicate his joy." The school must discover some way of making conversation natural, pleasing, and improving. There is no other intellectual exercise so free and spontaneous. In talking one is an author without the responsibilities of authorship. The difficulty with the school in regard to all its work is the constraint. There can be no good talking where there is restraint; hence the difficulty under the almost inevitable restraint of the school of providing the conditions for good talking. We are not prepared to suggest ways and means, but rather to emphasize their importance. The teacher must find some way of inspiring freedom, ease, eagerness, artlessness, joyousness.

I SAW a little spotted turtle sunning itself in the shallow water. I lifted the stick in my hand to kill the harmless reptile; for though I had never killed any creature, yet I had seen other boys, out of sport, destroy birds, squirrels, and the like, and I had a disposition to follow their wicked example; but all at once something checked my little arm, and a voice within me said, clear and loud, "It is wrong." I held my uplifted stick in wonder at the new emotion, till the turtle had vanished from sight.

I hastened home and told the tale to my mother, and asked her what it was that told me it was wrong. She wiped a tear from her eye with her apron, and taking me in her arms, said: "Some men call it conscience, but I prefer to call it the voice of God in the soul of man. If you listen and obey, it will speak clearer and clearer, and always guide you right; but if you turn a deaf ear or disobey, then it will fade out little by little, and leave you all in the dark without a guide. Your life depends, my boy, on heeding that little voice."—*Parker.*

President Eliot is reported as saying in a recent address: "I firmly believe ten minutes a day given to one book of the highest class, such as the Bible, Shakespeare, or to a book of the second class, like Virgil, or Homer, or Milton, will make a man cultured in a very few years." This is true. It is in this way that many of our best men and women, though largely deprived of school and college privileges, have yet attained a high degree of genuine culture. What a blessed means of culture was the good old-fashioned custom of reading the Bible, morning and evening, at the "family altar."

The little child has a natural ear for metre and rhythm. In repeating a familiar lyric of *Mother Goose*, that classic of the nursery, he renders the opening couplet at once as,

"Mistress Mary,
Quite contrary;"

but ten or twenty years later, when he has lost this childish sensitiveness to the music of verse, you cannot depend on his reading in *Hamlet*, "Our wills and fates do so contrary run. Ten to one, he will give it, "Our wills and fates do so con'trary run," in utter unconsciousness that he has made prose of it. To the child metrical analysis of a line is easier than the grammatical analysis,

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A half-hour's exercise in the open air will [illegible] to a remarkable degree, the retentive [illegible] of the brain and the capacity for [illegible] when the brain is weary with contin[illegible] work.—*J. H. Kallogg.*

A school, in order to be a good one, [illegible] be one that will fit men and women, [illegible] the best way, for the humbler positions [illegible] the great mass of them must necessarily [illegible].—*J. G. Holland.*

HOW A TEACHER MAY WASTE THE TIME OF HIS PUPILS.

BY SUPT. J. C. LATTIMORE, CALIFORNIA.

IN not planning his recitation beforehand. Each recitation is a campaign against the enemy in the country of ignorance. The teacher is the general, his pupils the troops. Every general carefully studies a map of the country into which he proposes to march, familiarizes himself with the location and strength of the various strongholds of the enemy; so an experienced teacher thinks out his route, decides upon points to be gained and methods of reaching them. No battle was probably ever fought out exactly as it was planned; but the general who has a plan knows where his troops are, and in what condition they are, and so is best prepared to meet any change of plan which circumstances may require. So the teacher who plans his work may not carry out those plans entirely, but by his plan holds his work well in hand, ready to manage it in any way that circumstances may require. A poor plan is better than no plan.

The younger and less experienced a teacher, the more necessary to study out a plan, and the more time it will require. An experienced teacher, being familiar with the route and difficulties, may not require so much preliminary preparation, but, though it may take him but a moment, he needs it and makes it just as certainly, even though he be unconscious of it.

In not studying the roll of his class previous to recitation. This is also preparatory work, determining the strong, the weak, the unreliable, the unworthy. It will be well to a special list of certain pupils who en neglected, who are specially weak d special attention. It is a good rade the class just before recitation, vering pupils whose standing you tain of, or really do not know. pecially necessary at beginning of

term, when pupils are strangers. Let the known ones alone, make a memorandum of the unknown. Call on them at the recitation for the purpose of finding them out and fixing them on the mind.

In talking too much. He is the best teacher who manages to have his pupils say the most by saying the least himself. Pupils grow by their own activity and not by the activity of the teacher. The talking teacher will run his class down in numbers and power. The better he talks the worse his work, and the more wasteful he is of his pupils' time. The pupils may call him entertaining, and enjoy listening to him; notwithstanding they will lose interest and drop away. A talking teacher cannot stay long before his classes. His pupils understand his game at once, know their rights and dare maintain them. The talking teacher can soon break himself of this time-wasting habit by always calling on a pupil to say what he intends to say himself. If the pupils cannot say it, then they are not sufficiently prepared, and it should go over as a part of the next lesson. The pupils are there to recite, not to hear their teacher recite. The talking teacher can never know the condition of his class. By holding his tongue between his teeth, if necessary, and permitting his pupils to recite, he will not only discover how little his pupils know, but that many of his class can recite their lessons much better than he can, if he will give them a chance.

In pretending to hear a lesson that has not been sufficiently prepared. I say pretend, because it cannot be recited by the pupils if they have not studied it. It may be recited by the teacher, but that is sham and wasteful, and the pupils know it. My usual practice is, if about five average pupils fail to respond to any point in the lesson to say: "Take it again, you are not ready to recite!" Sometimes the whole lesson goes over under such circumstances, and I use the time in reviewing or in giving a preliminary drill on the ill-prepared lesson. * *

In calling on some pupils too frequently. This wastes the time of the many, who are thus neglected in giving activity to those who need it least, and denying it to those who need it most. The teacher must resist the tendency to be overpowered by the three or four active members of the class. Better habitually not call on the leaders. Reserve them for the rarely hard places, work in the others on the easiest points.

In repeating questions to pupils. This is a bad habit, and can be overcome. Pupils enjoy being held closely to the rule, that questions shall not be repeated. The habit trains pupils to inattention, its correction awakens a spirit of attention and mental vigor in the class. Repeating questions is weakening and wasteful.

In permitting pupils to repeat questions. This is unnecessary, is weakening, and therefore a waste of time.

In permitting pupils to recite when they are not making a point. When a pupil is reciting thus, stop him, ask another pupil if he is saying anything. If he, the second pupil, thinks he is, request him, the second pupil, to state the point made by the first. Energy of expression, clearness of ideas, thoroughness of mastery are encouraged, and time saved, by not permitting this bad practice. Pupils will not be offended by close ruling, if it is done kindly. They like it.

In repeating answers to pupils. A teacher can have no idea how much time he wastes in this way till he watches himself closely. The repetition is, of course, usually to have a faint answer heard by all, or to emphasize it. The same result will be better accomplished by calling on another pupil to repeat it, and so by correcting the habit, give the pupils greater activity.

NATURAL TEACHERS.

IT is a singular, but beautiful spectacle to see one who is "born to teach," perform its processes. He would rather be with learners than any other class; rather see them acquire what he knows than be in any other employment. A young man who had manifested good business abilities in a large mercantile house in this city, disappeared; he was missed from his place, and often mentioned. Finally, he was met on Broadway by one of the firm, and inquiry was made as to his employment.

"I am teachiug school."

"No; not wasting your time on a lot of boys and girls? Why, we will put you in business by which you can make ten thousand dollars."

"But I want to teach."

"Are you going to make money by it? What salary do you get?"

"A thousand dollars."

"Well, you are foolish to work so cheap."

"I know it is low wages, but I like it."

After a few words more, the business man went to his store, and detailed the incident, closing as follows:

"He ought to teach; he likes it; he will teach well. I wish I could find such a

man in this city to send my son to; I would give him a thousand dollars a year myself."

The teachers who have done the most good in the world have been made of such stock. They have no difficulty in government; they wonder to hear others talk about the misdeeds of scholars. They proceed by the simplest methods. The pupil is sure of sympathy. He knows his teacher, believes in what he is saying; that he practices it himself; that he likes to teach him; nay, that he likes him for some unexplained reason. These are the reasons some teachers teach so well.—*N. Y. School Journal.*

EDUCATION AND CITIZENSHIP.

THE annual address before the Literary Societies of Franklin and Marshall College at the close of the late session was delivered by General D. H. Hastings. His subject was "Education and Citizenship." The following is an abstract of his address for which we are indebted to the *College Student:*

"Within a week the cable has reported an authorized interview with Prince Bismarck, in which that distinguished statesman declared that there has been too much education both in Germany and Russia; that in the former country it led to dissatisfaction and disappointment, and in the latter to disaffection and conspiracy. There were, he said, ten times as many people educated for the higher walks of life as there were places to fill, and further education was making pedantic theorists and visionaries, unfit for constitutional government.

"Nothing could better illustrate the wide difference between governmental systems and peoples than such a declaration as this. No American statesman within the past hundred years could have given utterance to such a statement. It is the education of the people, their enlightenment and the exercise of broad intelligence, which gives strength to the best forms of constitutional government. Education makes no class distinction under popular forms of government where every man is a sovereign whose well-trained intellect is a source of power not merely for its possessor, but for the state. The United States would not have come as they did through the political storms and the civil war of a quarter of a century ago had it not been for the mental breadth and character of the common people, due to the universality of their education. So far from unfitting them for constitutional government, it equipped them for the best duties of citizenship—that citizenship which is at once the foundation and reliance of constitutional government.

"Into whatsoever avocation he goes, the young man owes it to himself, not less than to his country, to concern himself with public affairs. It is from the ranks of those best informed, most interested and most industrious, that men for public administration are drawn. There are loftier reasons. This is a government of the people—by the people—in just that degree that the people themselves choose to make it such. It will retain its best characteristics and wholesome relations to the people only so long as the people shall determine it must be so. There are no times when the people should leave to others the duties they ought to attend to themselves, and the aggressive interest of the educated man in all political action is always to be desired and must always prove beneficial. There are always men willing to reap the benefit of the voters' indifference, As party government is necessary and inevitable in a free country, it is the duty of every citizen to attend the primary meetings of the party with which he acts. If honest and intelligent men neglect such duties, they thereby hand the control of the party over to others who may not make such use of it as they would desire. There is too much exaggeration in talk about corruption in politics and in public life. Often those most responsible are the loudest in complaint. Our own politics are less corrupt, and our own politicians, taken as a whole, are far more scrupulous than those of most free nations have been, either ancient or modern. We may admit that there are ignorance and corruption existing among some in political life in this country, but not nearly so much as there is in England or in France. What there is we see much more distinctly, because we meet it face to face. The truth is that our party politics are more intelligently, less dishonestly and more honorably conducted than those of Great Britain, with which we are oftenest compared, and the average of political morality is higher in the United States than in any other nation in the world.

"This will be improved by the direct attention of educated men, and from time to time a higher tone will be given to all

our affairs. Good morals in public administration have an elevating influence on all the channels of business and individual enterprise. It needs no argument to inspire the intelligent citizen to vigilant and correct participation in politics. It is the proper disposition of every man to belong to some one of the political parties. Many loftily profess want of interest in matters of party detail or political organization; and yet all that our government is to-day is due to party effort, and to party politics are we indebted for most of the great achievements in our national career.

"It is a too common practice to speak flippantly of our legislative bodies and officials, for whom we are ourselves primarily responsible. If they do not suit us we are to blame for having failed to interest ourselves in the choice of those who would have suited. Politics should be a part of the business of every citizen. There is always need of the strengthening influence and practical judgment of educated men, particularly educated men in business life. Theorists are common enough, but one practical thought usefully applicable to man's every-day affairs is worth more to humanity than all the vapory theories of a lifetime."

TEACHING READING.

TWENTY METHODS OF DEVELOPING AND TEACHING READING LESSONS.

BY ANNA B. BADLAM.

ARRANGE the new and difficult words upon the board.

Ex.	fields	June	clear	meant
	green	fair	young	don't
	bright	looked	bush	full

1. The teacher sounds each word, and the children pronounce it after her.

2. The teacher sounds each word, and the children imitate her.

3. The teacher pronounces, and the children sound each word.

4. The teacher gives an elliptical sentence; the children repeat the sentence and insert the omitted word; the teacher questions: "What word did you use?" and the class pronounces the special word.

5. The class volunteers to form original sentences from the words that have been studied.

6. Individual children volunteer to point out all the words they know.

7. Two children are selected to point rapidly and simultaneously to any word chosen by a member of the class.

8. The children select all the *difficult* words.

9. The children select the *simple* words.

10. The children select the *longest* words.

11. The children select the *shortest* words.

12. The teacher selects a word to be crossed out, and calls on a child to do it; if successful, he chooses a word and calls on some other child to do similar work.

13. The teacher points to a word, and *thinks* the sounds of the letters in it; she calls on the class to do similar work, and calls on some child to tell the word he has thought.

14. The teacher directs the children's imagination by statements like the following:

"I see the name of places I like to go into in the summer."

"I see a word that tells the color of the grass."

"I see a word that tells how the sun looks this morning."

"I see the name of a summer month."

"I like a certain kind of day for a picnic."

"I see a word that tells what a little girl did with her eyes."

"I like to look into a pond, if it is ——."

"I see a word that means the opposite of old."

"I see the name of something on which roses grow."

"If I was in earnest, then I —— what I said."

"I see a word made from *do not*."

"I see a word that tells me the form of the moon last night."

15. The teacher calls for the *first* word in each column; for the *last* word; for the *middle* word.

16. The children open the book, and looking through a paragraph of the lesson, volunteer to name the hardest words. The teacher questions: "What word would you like us to find? Where shall we look for it."

17. The children volunteer to read any phrase of three or four words that will answer to the questions: who? when? where? why? how? etc. *Ex.*—A child reads: "Out in the fields." The teacher questions: "What does it tell?" and the class volunteers the answer: "Where?" or a child reads: "One day in June," which the children decide answers to the question, "When?"

N. B.—One paragraph a day, prepared

in this way from any new lesson that is to be read, helps very much in securing good expression for the reading of the subsequent paragraphs.

18. The teacher questions the children about what they have been reading, first instructing them to read the first paragraph silently, then to volunteer to tell the substance of it; when two or three have volunteered, a second paragraph is taken in a similar way, until, by means of an impromptu language lesson, the story has, in the main, been repeated.

19. The teacher writes each paragraph of the lesson upon a slip of paper, and numbers each slip. If she wishes a second reading of the lesson, she distributes the slips and calls by numbers for the several paragraphs to be read.

20. As another means of review, and for expression, she reads through a sentence and gives *great emphasis* to the important words, and asks: "What important word did you hear?"

The children, with books open, follow the reading of each sentence, and volunteer to tell the most important words in each case.

N. B.—This is one of the most effective methods of securing good expression, as it calls attention to the fact that some words are of more importance than others in a sentence.—*American Teacher.*

ADDRESS TO GRADUATES.

BY JOSEPH WHARTON.

Graduates of Swarthmore: Upon several occasions it has fallen to my lot to address a graduating class of this college, and upon each occasion my duty appeared to lie in calling the attention of the class to something different from, yet in harmony with, the specific teachings they had here enjoyed: namely, to the necessity of cherishing and developing that deeper-seated, more central force which gives direction and character to man's intellectual efforts, much as his intellect guides his physical efforts.

The exact nature of this inherent force, its exact relations to that "power outside of ourselves which makes for righteousness," never have been, and perhaps never will be, accurately defined in the terms applicable to either physical or mental phenomena, for these things are perceptible to other faculties than those, but they are not less real because incapable of such "scientific" definition. They are known by their effects, as are light and heat, the attraction of gravitation, etc., with which we feel so familiar.

What we call moral sense, moral fibre, spiritual power, force of rectitude, may fairly be compared to the magnetic movement of the steel needle in a mariner's compass; and the mysterious something outside of ourselves with which our instinct of rectitude and duty stands in relation may as fairly be inferred from that instinct as may the existence of the magnetic pole from the behavior of the needle.

Deeply interesting are the investigations which have been made into the nature of the magnetic force, but the mariner does not need to be cognizant of them in order to avail himself of the guidance of his compass through night and storm.

Similarly interesting are the discussions of philosophers and of theologians concerning the nature of the human soul and of God, but man may walk aright through the clouds and storms of life without knowing the views of Calvin or of Loyola, for he has his guide. "There is a spirit in man, and the inspiration of the Almighty giveth them understanding."

How nearly akin is that guide or hidden force within us (for it is both guide and force) to the force causing the molecules of what we call inert matter to form themselves into the definite forms and compositions of crystals, or to that which combines them into plants of definite species each after its kind, or to that which causes them to build up unerringly the complicated animal forms and to endow them with their several measures of intelligence, we need not here inquire. We may or we may not believe that as all physical force is ultimately the same in all its protean appearances, so this universal guiding and constructing internal force or polarity is ultimately the same, and is Deity; but it is highly important for us to be aware that this mighty formative force which constantly strives to build up each individual into greater purity, beauty, and excellence, which is capable of converting ordinary humanity into the image of God, as molecular polarity converts amorphous matter into crystals, may itself be improved.

More strictly speaking, this force may, so far as each individual is concerned, be aided in its work or may be thwarted; may, by his own persistent will, be for him encouraged and strengthened, or be retarded and suppressed. Each individual may thus at will come to resemble, in a higher sense, the perfect crystal, plant, or animal, or may

come to resemble the dirt which is trodden under foot.

Reverting to the simile of the magnetic needle, we observe that many things interfere with the accuracy of its indications. The local attraction of an anchor or an engine on shipboard, or of buried iron ore on land, which causes the needle to swerve from its true course, may be compared with the temptations of various sorts, which by promising more immediate gratification, obscure our perceptions and tend to lead us astray; yet all these disturbing causes may be eliminated in so far that reasonable certainty as to the proper course may be attained.

It is to this guide and power that I invite your attention, not urging any narrow or peculiar view, nor pretending to impart religious instruction, but simply with the hope of making more clear to you one of the fundamental facts of your existence, the most important, indeed, of all; one which I do not assume you to be ignorant of, but which possibly has not yet taken its proper rank in your regards.

Not love or attraction only, but abhorrence or repulsion also tends to give direction, and in a strong character love and hatred are conjoined and equal. Dr. Samuel Johnson was aware of this when he said that he loved a good hater; Schiller alludes to this obvious fact when he mentions not only the attraction of the magnet, but also its repulsion; the loves and *hates* of magnets: "*Der Magneten Lieben und Hassen.*" Pope forcibly expresses this inseparable love and abhorrence in the familiar lines:

"What conscience dictates should be done,
Or orders not to do,
This, teach me more than hell to shun,
That, more than heaven pursue."

A remarkable characteristic of this guiding force or polarity is the strong influence exerted upon his fellow-men by the individual in whom it is pronounced.

As in a solution capable of producing crystals the formation of one crystal expedites the formation of others which grow upon it or around it, as a magnet among bits of steel converts them into magnets, so the man possessed by any marked polarity or determinative force influences all those with whom he comes in contact.

Men range themselves; straight lines appear; organic social forms are developed when a Moses or a Napoleon comes into the field; so rectitude, enlightenment, love of good, hatred of evil, grow up all around the man who is governed by the formative, purifying spirit of which I speak.

Some of you may remember the response of a famous agnostic to one of his audience who said, "Really, to hear you talk one might suppose you to imagine that you could have created the world better than God did." "In some respects I think I could," said the agnostic. "Please name one," said his interlocutor. "Well," he replied, "I think I should have made health contagious, instead of disease."

The clever flippancy of this retort is met by the fact that health, *sanitas*, is contagious; for sanity of body, mind, or spirit is so noble and attractive that all who are near observe and imitate. We constantly seek for the best, we try to associate with it, to resemble it, to appropriate it; even when it is far beyond our reach, we look to it as a model and are bettered to the extent that we form ourselves after it. The influence of one sane person may thus be immense and far-reaching almost beyond conception.

How small seemed the chance eighteen centuries ago that the Jewish carpenter should not have been infected by the swarming social diseases of his time, that he should on the contrary impart health to countless millions of his race, that his "leaves" should be "for the healing of the nations," that to this distant day and beyond, men should grow in excellence by striving to resemble his unattainable perfection!

In your several comparatively humble ways, each of you possessing a measure of spiritual sanity, may, without conspicuous or even conscious effort, impart such sanity to all around you.

Not only therefore will you by obediently following your inward guides find for yourselves the right path, but you will unconsciously aid others to find theirs. Not only will you by sedulously appropriating the good and excluding the evil become yourselves purer, stronger, more noble and beautiful, as does the crystal which attains its pure splendor by the same process of appropriation and exclusion, but you will aid in making other lives more crystalline. Not only will your sanity make your own lives clean, useful, and happy, but that sanity will operate to illuminate and to bring into the order which is "Heaven's first law," everything within your reach.

And not only in the circle of contemporary influences will your good or evil deeds bear fruit, but also in the line of descent. A single dissolute woman living in Massachusetts before the war of Independence is now known to have been ancestress of hun-

dreds of criminals of both sexes. A single good man or woman has, in numerous cases where genealogy has been traced, been shown to be ancestor or ancestress of hundreds of good men and women, honest, diligent, and happy.

Each of you may thus be the grain of wheat or the dock seed, corn or weed, to bless or ban future generations. Therefore, as George Fox said, "Friends! mind the Light." Surely we all know how young persons having feeble, undeveloped preference for the right, joined with keen appetite for present comfort and gratification, dread the difficulties of the upward path, and secretly long for the easy and slippery road that leads inevitably downward.

But the difficulty and the ease are among the illusions of our life. The seemingly difficult upward path grows easier and more charming as we advance in it; the seemingly easy downward path becomes painful and odious. With the surmounting of difficulty come purer air, wider and clearer views, and vigor; with the slipping into apparent ease, the "*descensus Averni*," come miasma, loss of power, disease, and misery. The upward path is pleasanter.

It is not, however, simply to greater though more distant reward that the needle points, that the inward monitor calls; it is to duty, to the doing of that which ought to be done, even when no reward near or afar is apparent. The reward of higher gratifications, of greater personal perfection even, is the incident; the performance of duty is the essence.

And for this also you have within you the needful germs of strength, patience, and sacrifice, for—

So nigh is grandeur to our dust,
So near is God to man,
When duty whispers low, "Thou must,"
The soul replies, "I can."

READING FOR YOUNG CHILDREN.

BY CHARLES DUDLEY WARNER.

THE teaching of the schools is criticised in that the reading of the children is scrappy and not continuous, Miss Mary E. Burt has arraigned primary work of the schools often in these pages because the reading was senseless as well as disconnected. She holds that what was produced in the childhood and youth of the race by the best minds of that period is better fitted for children than is the classic literature of our own time.

Therefore we recommends the stories of Greek heroes, the Bible stories and the like. Besides, these contain the germs of thought that have grown into our present literature, and much that is best in modern writing will not be understood if the mythology and literature of the ancient people are unknown.

It may be that she places an undue emphasis upon the value of the ancient classics for young children. But it is very certain that she is voicing the experience of thousands in saying that much of modern literature is a sealed book to young people of to-day because they know nothing of the literature of olden times.

But for the study of Latin and Greek in boyhood and the reading of mythology, the classical dictionary, and history that this study demanded, the writer does not see that there was anything in his course of instruction that would have revealed to him the meaning of much of the best that is written in our own time. It is impossible for one to read the greatest poets, such as Shakespeare, Dante, and Gœthe, if they cannot interpret the numerous allusions to what is contained in ancient literature. And the nearer any writers approach these in excellence, the more will one need to know of this literature if he would understand them. We, therefore, believe very much in efforts like those of Miss Burt to direct the attention of intelligent parents and teachers to the importance of giving to the children much to read that is very old, and to do this with some system and conscious reference to the people who wrote it and the time in which it was written. The scurrilous attack made recently by an educational contemporary upon these efforts was both ungenerous and unjust, and could have been written only by a person of narrow vision.

We wish to say here that it is continuous, connected reading that we have now in mind. Nor have we any sympathy whatever with the efforts of Miss Burt and others to heap contempt and ridicule upon the text-books. This is not a wider vision than is that which laughs to scorn the Homeric tales.

But the text-book has a different mission. Its purpose is not to teach literature so much as it is to make it possible for the child to read literature. The early stages of learning to read require more attention to symbols of ideas and skill in using them than to the thoughts and forms that constitute literature. At least much attention must be

given to these things, and the text-books are well fitted for this kind of work. But along with the text-book, a line of continuous reading can be pursued.

In the second year, before the children can read for themselves, the teacher can read to them and have the children reproduce it orally, and in the next grade, in writing.—*American Teacher.*

STUDIES IN LITERATURE.

BY KATE L. BROWN.

SOME fine selections in literature may become a living reality to the pupils. There are two points to be considered in this connection,—(1) The choice of literature; (2) the genius of story-telling. Miss Burt, in her "Literary Landmarks," has most truly indicated how we may present the best literature to children from grade to grade, so that they shall realize its natural development from age to age. If such an outline is not immediately practicable in the ungraded school, we should, none the less, have some plan that shall approximate in value the best idea she has given. We can, at least, appeal first to the imagination, to the æsthetic powers and the desire for observation that are the primary forces in the child, by such selections as "Hiawatha's Childhood," "How do the Waters come down at Lodore?" (by Southey), Tennyson's "Bugle Song" and "Sweet and Low," and Whittier's "Barefoot Boy." "The Forsaken Merman" teaches the sacredness of the relation between parent and child; "The Pied Piper," the sacredness of a promise; "Caldon Low," the sweetness of doing for others; "Little Muriel," the sad lesson how the unkind word may sting when it is too late to ask forgiveness.

If we seek for studies from nature, Allingham's "Good-bye to Summer," portions of "Summer, Sweet, Good-bye," (by Geo. Arnold), Lowell's "Snowfall" and "Summer," and Wordsworth's "Daffodils," will illustrate the seasons admirably; for Christmas, Dr. Holland's "There's a Song in the Air;" for Easter, Francis L. Mace's "Fling Open the Gates of the Temple" may be profitably used; for patriotic selections, "Paul Revere's Ride" and "The Charge of the Light Brigade" will be highly enjoyed; "Robert of Lincoln" always fascinates, and portions of "Sir Launfal" teach as noble lessons as the pulpits can frame. And in this work, remember that it is better to have one fine selection well carried out than half a dozen of inferior grade. Spare no pains to make it effective, for your relish will always enthuse the children. Do not let the work stop here. Encourage the older pupils to read for themselves outside of school. Help them to books, *read with them*, and if practicable form a Reading Circle outside of school for them. In such a class you can lay out a more definite and extended plan than is possible in the ungraded school.

With the younger pupils let the story-telling be a most careful exercise. To win and hold, as much will depend upon the one recounting as upon the story told. The manner must be arch and animated, conversational rather than simply relating. The Germans understand the beautiful art of story-telling as few other nations, and in many of their schools the only punishment is to debar the refractory one from coming to the Saturday morning story-telling. With the very youngest the old nursery tales,—the classic folk-lore of the ages,—come naturally first, and to older children these quaint, bright bits never lose their charm. Children will listen to "The Rid Hin" for the twentieth time with a perfect ecstacy of enjoyment, and plead for "The Three Bears," and "Red Ridinghood" until one must wonder that they are not worn threadbare.

Andersen's "Fairy Tales," bits from Miss Edgeworth and Miss Martineau, "Seven Little Sisters," Louise Chollet's inimitable "Blunder at the Wishing Gate," Kingsley's "Water Babies," Mrs. Gatty's "Parables from Nature," and Hawthorne's "Tanglewood Tales," are only illustrative of what rich material lies on every hand, For nature study, John Burroughs furnishes the best material; and two little books lately published by Houghton, Mifflin & Co., will prove the delight of any wide-awake teacher and school. They are, "Up and Down the Brook" and "Birds Through an Opera Glass."

A word may be said as to the best methods of presenting Burroughs to the youngest readers. One teacher of our acquaintance has a charming way of reading, that is at once conversational and narrative. It is in a measure adaptive, as she is careful to omit the longer words in favor of those already known and comprehended. Every little while she stops to talk with the children over various points in the reading. They are always ready, these country little folk, to give from their experience, and the many

dainty stories in "Bird Enemies" and "The Tragedy of the Nests," recall to them their own observations of their feathered friends. Only a little is read at a time, and this is well talked over. The children, also, are expected to tell what has been read the day before. This same teacher made what the pupils called a "Bird Game." Questions on the two essays mentioned were written on slips of paper and passed around; and somehow this most simple of exercises gave the pupils unfailing pleasure. They delighted in answering them orally, or in writing out the answers on their slates. Sometimes they would question one another from memory.—*American Teacher.*

THE FLAG AND THE SCHOOLS.*

PATRIOTIC INFLUENCE OF AMERICAN FLAG WHEN RAISED OVER PUBLIC SCHOOLS.

PATRIOTISM is that feeling of loyalty and love of one's country which animates the breast of every true-hearted citizen. The flag is often the means of calling forth many instances of such a feeling. During the Civil War, a Chester company were engaged in battle, the sergeant at the head. Twice the flag was assaulted; he then placed it in his bosom; it accompanied him in battle and in prison, and at the close of the war was returned safely to Chester. Comrade McNamee, of the First Pennsylvania Reserves, has long been at rest, but his memory still lives; and his comrades, looking at the tattered remains of the flag, always think of that noble hero.

As the flag has called forth patriotic feelings, so if placed before the public school children it may have the same effect and arouse in the future rulers a love for their country. The sight of it will inspire them to write on patriotic subjects, to declaim patriotic selections, and to sing patriotic songs. Education means that the people grow more patriotic, more self-sustaining, and more defiant to the crowned heads of the world. The object of education is to Americanize. Our fathers fought for self-government, and through the providence of God it was given them; we must now be educated that it may be governed aright. If educated right, we need have no fear for the future prosperity of this country.

Owing to our Revolutionary ancestors, it has been left for us to preserve the Nation; and not we alone, but our children and the children of foreigners should be taught to do it.

The fact that thousands of foreigners, who do not mingle with those who are loyal to the American idea, are yearly added to our population, deepens the sentiment that in the public schools, where are found the children of all classes of people, should be taught true patriotism, that the fathers of the future will be willing to vote, and die if need be, for the American idea.

Some may ask, "What is the use of teaching patriotism? We are in no immediate danger." But liberty is the price of eternal vigilance, hence the children should be taught to be vigilant and ever faithful, and the American Republic will stand forever. To-day is father of to-morrow, With the flag before them, the scholars should be taught the history of our country. First. The landing of the Pilgrims; then the settlement of the colonies. They should be told of the Revolutionary War, when the flag floated over the Atlantic; of the Mexican War, when it was firmly planted on the summit of the Rocky Mountains; of the Civil War, when the loyal citizens of the Republic fastened it to mast-head and fort, swore allegiance to it, fought under it; and, as long as one such patriot remains, it will protected. The flag now floats over an undivided country, and, as cities formerly swore allegiance, so every mother's son should place his hand on the Bible and swear to protect it as long as his life-blood lasts.

In guarding the flag he guards the next most sacred thing to the ballot box. Bereft of patriotism, the heart of a nation will be cold and cramped; society will degenerate, and the mean and vicious will triumph. Patriotism is not a wild and glittering passion, but a glorious reality; it still lives to console, to sanctify humanity; then let it be patriotism first, last, and always. Patriotism in history, in the reading lesson, in the general exercises, in the flag that adorns the school room.

* The *Youth's Companion*, published in the city of Boston, recently offered prizes to the pupils in the public schools of the several States and Territories, for the best essay on the subject of "The Patriotic Influences of the American Flag in the Common Schools." The prizes were beautiful silk flags, and were to become the property of the schools in which the successful competitors were students. In Pennsylvania there was a large number of competitors, and the prize for this State was awarded to Miss Mary A. Martin, daughter of William H. Martin, Inspector of Factories of Pennsylvania, who resides at Chester, Delaware county. As Miss Martin was a student at the Chester City High School, the flag now waves from that building. Herewith is given Miss Martin's essay.

MY FATHER'S MEMOIR: VI.

BY DR. JOHN BROWN.

I WOULD fain say a few words on my father's last illness, or rather on what led to it, and I wish you and others in the ministry would take to heart, as a matter of immediate religious duty, much of what I am going to say. My father was a seven months' child, and lay, I believe, for a fortnight in black wool, undressed, doing little but breathe and sleep, not capable of being fed. He continued all his life slight in make, and not robust in health, though lively, and capable of great single efforts. His attendance upon his mother must have saddened his body as well as his mind, and made him willing and able to endure, in spite of his keen and ardent spirit, the sedentary life he in the main led. He was always a very small eater, and nice in his tastes, easily put off from his food by any notion. He therefore started on the full work of life with a finer and more delicate mechanism than a man's ought to be, indeed, in these respects he was liker a woman; and being very soon "placed," he had little travelling, and little of that tossing about the world which, in the transition from youth to manhood, hardens the frame as well as supplies it. Though delicate, he was almost never ill. I do not remember, till near the close of his life, his ever being in bed a day.

From his nervous system, and his brain predominating steadily over the rest of his body, he was habitually excessive in his professional work. As to quantity, as to quality, as to manner and expression, he flung away his life without stint every Sabbath-day, his sermons being laboriously prepared, loudly mandated, and at great expense of body and mind, and then delivered with the utmost vehemence and rapidity. He was quite unconscious of the state he worked himself into, and of the loud piercing voice in which he often spoke. This I frequently warned him about, as being, I knew, injurious to himself, and often painful to his hearers, and his answer always was, that he was utterly unaware of it; and thus it continued to the close, and very sad it was to me who knew the peril, and saw the coming end, to listen to his noble, rich, persuasive, imperative appeals, and to know that the surplus of power, if retained, would, by God's blessing, retain him, while the effect on his people would, I am sure, not have lost, but in some respects have gained; for much of the discourse which was shouted and sometimes screamed at the full pitch of his keen voice, was of a kind to be better rendered in his deep, quiet, settled tones. This, and the great length of his public services, I knew he himself felt, when too late, had injured him, and many a smile he had at my proposal to have a secret sub-congregational string from him to me in the back seat, to be authoratatively twitched when I knew he had done enough; but this string was never pulled, even in his mind.

He went on in this expensive life, sleeping very little, and always lightly; eating little; never walking except of necessity; little in company, when he would have eaten more and been, by the power of social relish, made likelier to get the full good out of his food; never diverting his mind by any change but that of one book or subject for another; and every time that any strong affliction came on him, as when made twice a widower, or at his daughter's death, or from such an outrage upon his entire nature and feelings as the Libel, then his delicate machinery was shaken and damaged, not merely by the first shock, but even more by that unrelenting self-command by which he terrified his body into instant submission. Thus it was, and thus it ever must be, if the laws of our bodily constitution, laid down by Him who knows our frame, and from whom our substance is not hid, are set at naught, knowingly or not—if knowingly, the act is so much the more spiritually bad, but if not, it is still punished with the same unerring nicety, and the same commensurate meting out of the penalty and paying "in full tale," as makes the sun to know his times, and splits an erring planet into fragments, driving it into space "with hideous ruin and combustion." It is a painful and a sad thing to say, but if my father had not been a prodigal in a true but very different meaning—if he had not spent his substance, the portion of goods that fell to him, the capital of life given to him by God, in what we must believe to have been needless and therefore preventable excess of effort—we might have had him still with us, shining more and more, and he and they who were with him would have been spared those two years of the valley of the shadow, with its sharp and steady pain, its fallings away of life, its longing for the grave, its sleepless nights and days of weariness and languor, the full expression of which you will find nowhere but in the Psalms and in Job.

I have said that though delicate he was

never ill: this was all the worse for him, for, odd as it may seem, many a man's life is lengthened by a sharp illness; and this in several ways. In the first place, he is laid up, out of the reach of all external mischief and exertion; he is like a ship put in dock for repairs; time is gained. A brisk fever clarifies the entire man; if it is beaten and does not beat, it is like cleaning a chimney by setting it on fire; it is perilous but thorough. Then the effort to throw off the disease often quickens and purifies and corroborates the central powers of life; the flame burns more clearly; there is a cleanness, so to speak, about all the wheels of life. Moreover, it is a warning, and makes a man meditate on his bed, and resolve to pull up; and it warns his friends, and likewise if he is a clergyman, his people, who, if their minister is always with them, never once thinks he can be ever anything but as able as he is.

Such a pause, such a breathing-time, my father never got during that part of his life and labors when it would have availed most; and he was an old man in years before he was a regular patient of any doctor. He was during life subject to sudden headaches, affecting his memory and eyesight, and even his speech; these attacks were, according to the thoughtless phrase of the day, called bilious; that is, he was sick, and was relieved by a blue pill and smart medicine. Their true seat was in the brain; the liver suffered because the brain was ill, and sent no nervous energy to it, or poisoned what it did send. The sharp racking pain in the forehead was the cry of suffering from the anterior lobes, driven by their master to distraction, and turning on him wild with weakness and fear and anger. It was well they did cry out; in some brains (large ones) they would have gone on dumb to sudden ruin, as in apoplexy or palsy; but he did not know, and no one told him their true meaning, and he set about seeking for the outward cause in some article of food, in some recent and quite inadequate cause.

He used, with a sort of odd shame and distress, to ask me why it was that he was subjected to so much suffering from what he called the lower and ignoble regions of his body; and I used to explain to him that he had made them suffer by long years of neglect, and that they were now having their revenge, and in their own way. I have often found, that the more nervous centres are employed in those offices of thought and feeling the most removed from material objects,—the more the nervous energy of the entire nature is concentrated, engrossed, and used up in such offices,—so much the more and therefore, are those organs of the body which preside over that organic life common to ourselves and the lowest worm, defrauded of their necessary nervous food,—and being in the organic and not in the animal department, and having no voice to tell their wants or wrongs, till they wake up and annoy their neighbors who have a voice, that is, who are sensitive to pain, they may have been long ill before they come into the sphere of consciousness. This is the true reason—along with want of purity and change of air, want of exercise, want of shifting the work of the body—why clergymen, men of letters, and all men of intense mental application, are so liable to be affected with indigestion, constipation, lumbago, and lowness of spirits *melancholia*—black bile. The brain may not give way for long, because for a time the law of exercise strengthens it; it is fed high, gets the best of everything, of blood and nervous pabulum, and the men have a joy in the victorious work of their brain, and it has a joy of its own, too, which deludes and misleads.

All this happened to my father. He had no formal disease when he died—no structural change; his sleep and his digestion would have been quite sufficient for life even up to the last; the mechanism was entire, but the motive-power was gone—it was expended. The silver cord was not so much loosed as relaxed. The golden bowl, the pitcher at the fountain, the wheel at the cistern, were not so much broken as emptied and stayed. The clock had run down before its time, and there was no one but He who first wound it up and set it who could wind it up again; and this He does not do, because it is His law—an express injunction from Him—that, having measured out to his creatures each his measure of life, and left him to the freedom of his own will and the regulation of his reason, He also leaves him to reap as he sows.

Thus it was that my father's illness was not so much a disease as a long death; life ebbing away, consciousness left entire, the certain issue never out of sight. This, to a man of my father's organization—with a keen relish for life, and its highest pleasures and energies, sensitive to impatience, and then over-sensitive of his own impatience; cut to the heart with the long watching and suffering of those he loved, who, after all, could do so little for him; with a nervous system easily sunk, and by its strong play upon his mind darkening and saddening his

most central beliefs, shaking his most solid principles, tearing and terrifying his tenderest affections: his mind free and clear, ready for action if it had the power, eager to be in its place in the work of the world and of its Master; to have to spend two long years in this ever-descending road—here was a combination of positive and negative suffering not to be thought of even now, when it is all sunk under that "far more exceeding and eternal weight of glory."

He often spoke to me freely about his health, went into it with the fearlessness, exactness, and persistency of his nature; and I never witnessed, or hope to witness, anything more affecting than when, after it had been dawning upon him, he apprehended the true secret of his death. He was deeply humbled, felt that he had done wrong to himself, to his people, to us all, to his faithful and long-suffering Master; and he often said, with a dying energy lighting up his eye, and nerving his voice and gesture, that if it pleased God to let him again speak in his old place, he would not only proclaim again, and, he hoped, more simply and more fully, the everlasting gospel to lost man, but proclaim also the gospel of God to the body, the religious and Christian duty and privilege of living in obedience to the divine laws of health. He was delighted when I read to him, and turned to this purpose that wonderful passage of St. Paul—"For the body is not one member, but many. If the whole body were an eye, where were the hearing? if the whole were hearing, where were the smelling? But now hath God set the members every one of them in the body, as it hath pleased him. And the eye cannot say unto the hand, I have no need of thee; nor again the head to the feet, I have no need of you. Nay, much more those members of the body which seem to be more feeble, are necessary;" summing it all up in words with life and death in them—"That there should be no schism in the body; but that the members should have the same care one for another. And whether one member suffer, all the members suffer with it; or one member be honored, all the members rejoice with it."

The lesson from all this is, Attend to your bodies, study their structure, functions, and laws. This does not at all mean that you need be an anatomist, or go deep into physiology, or the doctrines of prevention and cure. Not only has each organism a resident doctor, placed there by Him who can thus heal all our diseases; but this doctor, if watched and waited on, informs any man or woman of ordinary sense what things to do, and what things not to do. And I would have you, who, I fear, not unfrequently sin in the same way, and all our ardent, self-sacrificing young ministers, to reflect whether, after destroying themselves and dying young, they have lost or gained. It is said that God raises up others in our place. God gives you no title to say this. Men—such men as I have in my mind—are valuable to God in proportion to the time they are here. They are the older, the better, the riper and richer, and more enriching. Nothing will make up for this absolute loss of life. For there is something which every man who is a good workman is gaining every year just because he is older, and this nothing can replace. Let a man remain on his ground, say a country parish, during half a century or more—let him be every year getting fuller and sweeter in the knowledge of God and man, in utterance and in power—can the power of that man for good over all his time, and especially towards its close, be equalled by that of three or four young, and, it may be, admirable men, who have been succeeding each other's untimely death, during the same space of time? It is against all spiritual, as well as all simple arithmetic, to say so.

You have spoken of my father's prayers. They were of two kinds; the one formal, careful, systematic, and almost stereotyped, remarkable for fulness and compression of thought; sometimes too manifestly the result of study, and sometimes not purely prayer, but more of the nature of a devotional and even argumentative address; the other, as in the family, short, simple, and varied. He used to tell of his master, Dr. Lawson, reproving him, in his honest but fatherly way, as they were walking home from the Hall. My father had in his prayer the words, "that through death he might destroy him that had the power of death—that is, the devil." The old man, leaning on his favorite pupil, said, "John, my man, you need not have said '*that is the devil*;' you might have been sure that *He* knew whom you meant." My father, in theory, held that a mixture of formal, fixed prayer, in fact, a liturgy, along with *extempore* prayer, was the right thing. As you observe, many of his passages in prayer all who were in the habit of hearing him could anticipate, such as "the enlightening, enlivening, sanctifying, and comforting influences of the good Spirit," and many others. One in especial you must remember; it was only used on very solemn occasions, and curiously

unfolds his mental peculiarities; it closed his prayer—"And now, unto Thee, O Father, Son, and Holy Ghost, the one Jehovah and our God, we would—as is most meet—with the church on earth and the church in heaven, ascribe all honor and glory, dominion and majesty, as it was in the beginning, is now, and ever shall be, world without end. Amen." Nothing could be more like him than the interjection, "as is most meet." Sometimes his abrupt, short statements in the Synod were very striking. On one occasion, Mr. James Morison having stated his views as to prayer very strongly, denying that a sinner *can* pray, my father, turning to the Moderator, said—"Sir, let a man feel himself to be a sinner, and, for anything the universe of creatures can do for him, hopelessly lost,—let him feel this, sir, and let him get a glimpse of the Saviour, and all the eloquence and argument of Mr. Morison will not keep that man from crying out, 'God be merciful to me a sinner.' That, sir, is prayer—that is acceptable prayer."

There must be, I fear, now and then an apparent discrepancy between you and me, especially as to the degree of mental depression which at times overshadowed my father's nature. *You* will understand this, and I hope our readers will make allowance for it. Some of it is owing to my constitutional tendency to overstate, and much of it to my having had perhaps more frequent, and even more private, insights into this part of his life. But such inconsistency as that I speak of—the co-existence of a clear, firm faith, a habitual sense of God and of his infinite mercy, the living a life of faith, as if it was in his organic and inner life, more than in his sensational and outward—is quite compatible with that tendency to distrust himself, that bodily darkness and mournfulness, which at times came over him. Any one who knows "what a piece of work is man;" how composite, how varying, how inconsistent human nature is, that each of us are

"Some several men, all in an hour."

—will not need to be told to expect, or how to harmonize these differences of mood. You see this in that wonderful man, the apostle Paul, the true typical fulness, the *humanness*, so to speak, of whose nature comes out in such expressions of opposites as these—"By honor and dishonor, by evil report and good report; as deceivers, and yet true; as unknown, and yet well known; as dying, and, behold, we live; as chastened, and not killed; as sorrowful, yet always rejoicing; as poor, yet making many rich; as having nothing, and yet possessing all things,"

I cannot, and after your impressive and exact history of his last days, I need not say anything of the close of those long years of suffering, active and passive, and that slow ebbing of life; the body, without help or hope, feeling its doom steadily though slowly drawing on; the mind mourning for its suffering friend, companion, and servant; mourning also, sometimes, that it must be "unclothed," and take its flight all alone into the infinite unknown; dying daily, not in the heat of fever, or in the insensibility or lethargy of paralytic disease, but having the mind calm and clear, and the body conscious of its own decay,—dying as it were in cold blood. One thing I must add. That morning when you were obliged to leave, and when "cold obstruction's apathy" had already begun its reign—when he knew us, and that was all, and when he followed us with his dying and loving eyes, but could not speak—the end came; and then, as through life, his will asserted itself supreme in death. With that love of order and decency which was a law of his life, he deliberately composed himself; placing his body at rest, as if setting his house in order before leaving it, and then closed his eyes and mouth, so that his last look—the look his body carried to the grave and faced dissolution in—was that of sweet, dignified self-possession.

I have made this letter much too long, and have said many things in it I never intended saying, and omitted much I had hoped to be able to say. But I must end.

MOTHERS, SPEAK LOW.

I KNOW some houses, well built and handsomely furnished, where it is not pleasant to be a visitor. Sharp, angry tones resound through them from morning to night, and the influence is as contagious as measles, and much more to be dreaded in a household. The children catch it, and it lasts for life, an incurable disease. A friend has such a neighbor within hearing of her house when doors and windows are open, and even Poll Parrot has caught the tune and delights in screaming and scolding, until she has been sent into the country to improve her habits. Children catch cross tones quicker than parrots. When mother sets the example, you will scarcely hear a pleasant word among the children in their plays with each

other. Yet the discipline of such a family is always weak and irregular. The children expect so much scolding before they do any thing they are bid; while in many a home, where the low, firm tone of the mother, or a decided look of her steady eye, is law, they never think of disobedience, either in or out of her sight.

Oh, mothers, it is worth a great deal to cultivate that "excellent thing in woman," a low, sweet voice. If you are ever so much tired by the mischievous or willful pranks of the little ones, speak low. It will be a great help to you to even try to be patient and cheerful, if you cannot wholly succeed. Anger makes you wretched, and your children also. Impatient, angry tones never did the heart good, but plenty of evil. You cannot have the excuse for them that they lighten your burdens: they only make them ten times heavier. For your own sake, as well as your children's sake, learn to speak low. They will remember that tone when your head is under the willows. So, too, would they remember a harsh and angry voice. Which legacy will you leave to your children?

FIFTY YEARS AGO.

FIFTY years ago the population of the United States was only 17,697,420. The census cost the Government $833,427. There were slaves in all the states except Maine, Massachusetts, Vermont and Michigan. Iowa had 16 slaves, Wisconsin 11, Ohio 3, Indiana 9, Illinois 331; total in all states and territories was 2,486,228. Fifty years ago the first railroad spike machine was put into use, making fifty a minute, forming both point and head. Henry Burden, of Troy, N. Y., was the inventor. It ranked among the best-paying inventions of modern times.

Fifty years ago the Whig party held its first convention at Harrisburg, nominating Gen. William Harrison, of Ohio, as President of the United States. Fifty years ago Joseph A. Adams, for the first time, made use of the idea now embodied in the art of electrotyping by reproducing from wood-cuts. Fifty years ago the first power-loom for weaving carpets was set in motion by E. B. Bigelow of Boston. Ten yards a day was its original capacity. Fifty years ago (1839) the first wheat was shipped from Chicago, amounting to seventy-eight bushels. It was sent eastward by the lakes to Buffalo. Fifty-one years ago the first steam fire engine ever made was tested in New York. It was invented by Captain John Ericsson.

Fifty years ago the Sirius and Great Western, the first ocean steamships, entered New York harbor on their return trip No. 1. Fifty years ago 1,000 reformed drunkards marched in procession at the first anniversary of the Washington society. Fifty years ago a law was enacted against duelling in the district of Columbia. It grew out of the Cilley-Graves duel. Fifty years ago the Cherokee Indians were removed from Georgia and placed west of the Mississippi river. Fifty years ago was established the first commercial college in America, Comer's college of Boston. Fifty years ago the first patent was granted to Goodyear for vulcanized India-rubber goods.

Fifty years ago a survey was made by John Baily for a canal across Central America. Fifty years ago John Ericsson was allowed letters-patent on a steam-propeller boat. Fifty years ago beet sugar was first made by David L. Child, of Northampton, Mass. Fifty years ago the banks of the United States resumed specie payment. Fifty years ago the Massachusetts Abolition party was organized. Fifty years ago wooden clocks had only been in use one year. Fifty years ago the daguerreotype was invented in France.—*Statistician.*

BOYS WHO ARE WANTED.

BY SIDNEY DARE.

"WELL, I've found out one thing," said Jack, as he came in to his mother, hot, tired and dusty.

"What is that?" she asked.

"That there are a great many boys in the world."

"Didn't you know that before?"

"Partly, but I didn't know there were so many more than are wanted."

"What makes you think so?"

"Because I've been round and round till I'm worn out, trying to find a place to work. Wherever I go there are more boys than places. Doesn't that show that there are too many boys?"

"Not exactly," said his mother, with a smile. "It depends entirely upon the kind of boy. A good boy is always wanted somewhere."

"Well, if I'm a good boy, I wish I knew where I'm wanted."

"Patience, patience, my boy. In such a great world as this is, with so many places and so many boys, it is no wonder that some of them do not find their places at once. But be very sure, dear," as she laid a caressing hand on his arm, "that every boy who wants a chance to do fair, honest work will find it."

"That's the kind of work I want to do," said Jack. "I don't want anybody's money for nothing. Let me see—what have I got to offer? All the schooling and all the wits I've been able to get up to thirteen years, good stout hands and feet, and a civil tongue."

"And a mind and heart set on doing faithful duty," suggested his mother.

"I hope so," said Jack. "I remember father used to say: 'Just as soon as you undertake to work for any one, you must bear in mind that you have sold yourself to him for the given time. Your time, your strength, your energy, are his, and your best efforts to seek his interests in every way are his due.'"

The earnest tone in which the boy spoke seemed to give assurance that he would pay good heed to the words of the father whose counsels could no more reach him.

For two or three days longer Jack had reason to hold to his opinion that there were more boys than the world wanted, at the end of which time he met with a business man who, after questioning him closely, said:

"There are a great many applications for the place, but the greater number of the boys come and stay for a short time and then leave if they think they can do a little better. When a boy gets used to our routes and our customers, we want him to stay. If you will agree to remain for at least three years, we will pay you three dollars a week as errand boy."

"That is just what I want to do, sir," said Jack, eagerly. So he was installed; and proud enough he was at bringing his wages home every Saturday night, and realizing that, small as they were, the regular help was of great value to his mother.

It was not to be wondered at, that the faithful carrying out of his father's admonition after awhile attracted the attention not only of his employers, but of others with whom he was brought into contact in the pursuit of his duties.

One day he was asked into the office of Mr. Lang, a gentleman to whom he frequently carried parcels of value.

"Have you ever thought of changing your situation?" asked Mr. Lang.

"No, sir," said Jack.

"Perhaps you could do better," said the other. "I want to get a boy who is quick and intelligent, and who can be relied on, and from what I see of you I think you are that sort of a boy. I want you to drive a delivery wagon, and I will pay you five dollars a week."

Jack's eyes opened wide.

"It's wonderful good pay, sir, for a boy like me, I'm sure. But I promised to keep on with Mr. Hill for three years, and the second year is only just begun."

"Well, have you signed a regular agreement with Mr. Hill?"

"No, sir; I told him I'd stay."

"You have a mother to assist, you told me. Couldn't you tell Mr. Hill that you are obliged to do better when you have a chance?"

"I don't believe I could," said Jack, looking with his straight, frank gaze into the gentleman's face. "You see, sir, if I broke my word to him, I shouldn't be the kind of boy to be relied on that you wanted."

"I guess you are about right," said Mr. Lang, with a laugh. "Come and see me when your time is out. I dare say I shall want you then."

Jack went home very much stirred by what had been said to him. After all, could it be wrong to go where he could do so much better? Almost double the wages! Was it not really his duty to his mother to obtain it, and to drive a wagon instead of trudging wearily along the streets? They never felt so hot and dusty as they did just now, when he might escape from the tiresome routine.

Might, but how? By the sacrifice of his pledged word. By selling his truth and his honor. So strongly did the reflection force itself upon him, that, when he told his mother of the offer he had received, he merely added:—

"It would be a grand good thing if I could take it, wouldn't it, mother?"

"Yes, it would."

"Some boys would change without thinking of letting a promise stand in their way."

"Yes; but that is the kind of a boy who, sooner or later, is not wanted. It is because you have not been that sort of a boy that you are wanted now."

Jack worked away, doing such good work, as he became more and more accustomed to his situation, that his mother sometimes wondered that Mr. Hill, who seemed always kindly interested in him, never appeared to think of raising his pay. This, however, was not Mr. Hill's way of doing things, even though he showed an increasing disposition to trust Jack with important business.

So the boy trudged through his three years, at the end of them having been trusted far more than is usually the case with errand boys. He had never forgotten the offer made him by Mr. Lang, and one day, meeting that gentleman on the street, ventured to remind him of it, telling him that his present engagement was nearly out, adding—

"You spoke to me about driving the wagon, sir."

"Ah, so I did; but you are older now and worth more. Call around and see me."

On a Saturday afternoon soon after, Jack lingered in Mr. Hill's office after the other errand boys had been paid and had gone away.

"My three years are up to-night, sir," he said.

"Yes, they are," said Mr. Hill, looking as if he had remembered it.

"Will you give me a recommendation to some one else, sir?"

"Well, I will, if you are sure you want to leave me."

"I didn't know you wanted me to stay. But," he hesitated and then went on, "my mother is a widow, and I feel as though I ought to do the best I can for her; and Mr. Lang told me to call on him."

"Has Mr. Lang made you an offer?"

Jack told him of what Mr. Lang had said to him nearly two years ago.

"Why didn't you go then?" asked Mr. Hill.

"Because I had promised to stay with you; but you wouldn't blame me for trying to better myself now?"

"Not a bit of it. Are you tired of running errands?"

"I'd rather ride than walk," said Jack, with a smile.

"I think it is about time you were doing better than either. Perhaps you think you have been doing this faithful work for me through these years for next to nothing; but if so, you are mistaken. You have been doing better work than merely running errands. You have been serving an apprenticeship to trust and honesty. I know you now to be a straightforward, reliable boy, and it takes time to learn that. It is your capital, and you ought to begin to realize on it. You may talk to Mr. Lang if you wish: but I will give you a place in the office, with a salary of six hundred dollars for the first year, with a prospect of a raise after that."

Jack did not go to Mr. Lang, but straight to his mother, with a shout and a bound.

"You're right, you're right, mother!" he cried. "No more hard work for you, mother. I'm wanted, you see. Wanted enough to get good pay, and all the hardest part over."

—*Northwestern Congregationalist.*

THE ORGAN OF FORM—HOW TO TEACH.

BY NELSON SIZER.

THIS faculty of the intellect plays an important part in education. In spelling, writing, drawing, geography, mechanism, art, and in acquiring a knowledge of things, it is indispensable. The organ of Form is located on each side of Individuality, and that organ is located just above the root of the nose. The brain is composed of two hemispheres, and the dividing line begins at the root of the nose, running over to the back-head. Of course all the organs are double, each hemisphere of the brain containing a full set. When the organ of form is large, it has a tendency to push the eyeballs apart, showing distance between the eyes. When the organ is small, the eyes are nearer together, nestled down close to the nose, and the nose itself seems to be narrow. When large, the eyes appear to be not only separated, but pushed away from the root of the nose. The portrait of the distinguished artist, Darley, is an excellent illustration of the large development of the organ.

The nature of this faculty is to recognize that quality of matter expressed by the word *Shape*. Everything has some form, and it is exceedingly difficult to find two articles so nearly alike in form that the eye will not recognize the difference. In a turning-lathe two articles may be made perfectly round. Marbles, and articles cast in moulds, may be so nearly alike in form as to defy the detection of difference. If we appeal to nature we may hunt for a week in the forest and not find two leaves so nearly alike that we can not instantly distinguish them from each other. No two pebbles on the ocean's shore would seem to be identical in form. When two horses, or oxen, are found to be so nearly alike that any difference between them does not attract attention, we call them properly matched. Sometimes we see persons who are so much alike in face that we mistake the one for the other when they are separate, but when they are together we see the difference.

We have seen one pair of twins, however, who were so nearly alike in size, form, and features, that neither their own mother, nor any of the neighbors, could distinguish them. They were eighteen years of age, and I examined their heads in the city of Washington, in 1841. One was brought into the room and examined; when she retired the other came in, and I supposed it to be the same one returned; but the moment I laid my hand on the head, I found that self-esteem, which is located at the crown, was smaller; while cautiousness, located at the upper back corner of the head, was larger than in the one who had come in first. When the difference was thus recognized, and those traits of character were pointed out, which were known by the family and all their acquaintances to be the only differences existing between them, Mary was invited back to the room, and we showed the mother and other friends the difference between Mary and Martha. Mary had more confidence and assurance, and less prudence or timidity, and always took the lead. By observing these traits or differences of manner and character, the neighbors identified them when they called; or, when in society they were introduced to people, Mary would respond first, would step forward as if she were by two years the older. When these differences in the shape of the heads were pointed out, they were so palpable that any person could distinguish them with the eyes shut; though in face, figure, movement, weight, and size the girls seemed exactly alike.

We offered to be blindfolded and repeat the experiment before the audience at our

lecture that evening. The parents and the ladies were present and consented. The statement respecting the examination during the day having been made, and the father being present and corroborating it, a gallant gentleman in the audience moved that the facts be accepted without subjecting the ladies to the public ordeal, but the father instantly announced that any friends who would call at his house might have the facts verified under their own hands at any time.

The differences in the manifestations of two persons—the one having the organ of form large and the faculty active, and the other being deficient—are many and marked. The man with the organ of form large will remember countenances and the general configuration of a person—the shape of the man as a whole. If the outline of a person were to be projected upon a screen, we fancy that three out of four people in a village would be able to call out the person by name, whose shadow was thus thrown on the screen, without having the face of the person brought into relief at all. If a cast in white plaster could be taken of all the horses and cows in a village, which are known to every inhabitant, or they were all painted one color, most of the people would recognize each one at once by the contour alone. It is said that shepherds in Eastern countries know the countenance of every sheep in their flock of thousands, and if one were gone, they would know the lost face, and would recognize it anywhere. Most people, who have a thousand other things to observe and to think about, would not thus become versed in the physiognomy of animals; but we appeal to any farmer who has a stock of twenty head of cattle and twenty sheep, or to any stable-keeper who has twenty horses, if he does not know the face of every one as well as he knows the faces of his neighbors. The outline of the countenances, as well as the general build of the body, is a source of instant identity.

It is well-known that all the animals belonging to a herd, as well as all the bees in a hive, amounting to 50,000 or more in number, know each other, because if a stranger attempts to come among them to remain, he is driven away or killed. Policemen, especially those who excel as detectives, are particularly expert in remembering faces, and they will describe a suspected person so accurately that officers in other cities will know the man, though he may have tried to disguise himself, as soon as he leaves the boat or car, or if he chance to be met in a crowd months or years afterward.

This faculty has much to do with our knowledge and intelligence, and is applicable to our daily duties in a thousand ways, and it is only when one is deficient in this respect that we fully realize its usefulness and importance.

Fruit-growers know the proper form of each kind of berry, or plum, pear, apple, or peach; and if a cast were taken in wax or plaster, he would not be deceived. Then the forms of the various stalks and leaves of crops are readily recognized. One kind of potato has a different shaped leaf and different complexion. One kind of wheat will have one form of leaf, and another kind will show a difference in the same respect, before the grain is ankle high. Peas, beans, oats, grains of every sort, show a different shaped berry. In fact, form is a quality of matter —a mark of difference and identity.

A person who is deficient in this faculty will be awkward in this respect; may anxiously study to see, and yet see no difference in the form of things, unless the contrast is very marked; will mark all his things so as not to be in doubt about their identity. He will mistake strangers for friends, and perhaps be introduced and dine with a man to-day, and to-morrow meet him and be totally unconscious that he has ever seen him before, and the stranger will perhaps take it as an affront. Such a man will mismatch cattle and horses; will fail in telling the difference between his own and other people's cattle, and be found driving home his neighbor's cattle, thinking that they are his own.

Phrenological Journal.

MANNERS AND MORALS.

REV. DR. ABBOTT, late head master of the city of London schools, in his address before the teachers' convention, said: Ought we to do anything to aid our history lessons by stimulating patriotism? And, if so, how can this be done? The flower of our youth have never perished on their native soil contending for liberty against a foreign foe, and therefore not many poets have been inspired to bequeath us literary legacies of undying memorial of those who have given their lives for their country. Such as we have might at least be collected together, with the far more numerous prose narratives of patriotic or public-spirited exploits—not military alone. They would constitute a Book of Noble Deeds. Many such books, I should think, exist already. How we are governed, and an outline of the principles of

our laws, would be interesting to the older boys. How to be useful, showing a boy how he may be of some use sometimes in cases of fire, or accident, or other emergency, by knowing exactly what to do, or when and how to do it, is of importance. Is it not a good training? I would go still further—have oral lessons on How to behave in public, which should find room for simple precepts (with reasons, of course) such as these, "Keep to the right on the pavement;" "Do not throw orange-peel about in the streets and paper about in the parks;" "Keep out of a crowd, unless you can do some good in it;" "Do not put your boots upon the seat opposite you in a railroad carriage;" "Do not talk so loud to your school-fellows in public as to annoy strangers." These are small things, very small things; but they are at least things, and they may be a preparation for greater things. The love of our neighbors, individually and collectively—that indeed it is with which we desire to imbue our pupils; and that is the very altar of morality. But one goes up to an altar by steps. And, as a first step toward loving one's neighbor, it is not amiss sometimes for a child to learn not to make himself a nuisance to his neighbor.

A DROP OF WATER.

NO OTHER TRAVELER COMPARES WITH IT.

"IT has been far more than two hundred years since I passed along here the first time," was the astonishing statement of a stranger who had been paddling down White river, and who stopped in the shade of the old bridge at Washington street.

"There were no bridges over that stream then, and no reporters here to interview me. In fact, there is little to remind me of my first trip. The stream has drawn into its bed like a turtle into its shell since my early days. It used to swell out through all these lowlands. There was no bottom to the water, and you couldn't see across it when I was a boy."

"Are you sure this is the same stream?"

"There can't be any mistake about it. I never err in these matters. The courses of streams do not change, even if they shrink from rivers to brooks. I spent several days in this latitude before, and for a whole week was laid up against a big hill which stood out of the water here, now Crown Hill."

"How often do you make tours?"

"Irregularly. I am always on the go, but I can't control my course entirely. I belong to a roving, restless, irrepressible and almost indestructible race. One year I am in Australia. Now I am up on Hudson Bay; anon in Yucatan. My periods of rest are few, yet I never tire. Sometimes I am cut off from many of my tribe, but if I can't reach them one way, I do another. My favorite routes are down the course of rivers. I never travel over land, and if I lose my way or get off into a pond or slough that has no connection with living waters, I bide my time with frogs and snake-feeders."

"You mean that you stay with them until a freshet comes, which enables you to sail out into the waterways?"

"No. Sometimes that is the case, but if I get tired of waiting, and become weary of my companions, I shake the mud off my feet, put away terrestrial shape and form, fade into the invisible, and rising high in the air, seek friends and congenial climes."

"Who are you, to do these things?"

"I am a drop of water. Now you can understand why I am old without being gray; how it is that I travel constantly by stream or air, range over the wide creation, and, sometimes by chance, as fluid or vapor, make second or even third trips to the same place. But I must be away. I am billed to play a part in a cloud-burst in Cuba on the 11th of this month."

And the shining drop ran along a drowsy fisherman's line and dropped off onto a black bass' back, and was lost among a million fellow-travelers.—*Indianapolis News.*

KNOWLEDGE IS POWER.

CAN THE FARMERS AFFORD TO LOWER THE GRADE OF THEIR SCHOOLS?

THE farmers complain, and with some justice it may be conceded, that they are not adequately represented in the law-making bodies of state and nation. But do they think that their political and social influence will be enlarged by their limiting the education of their children, or by lowering its quality? The source of power in this country is knowledge. The well-informed man who has a well-trained will, secures the good positions, wields the influence, exerts the power. The ignorant man is necessarily thrown into the background. This is not the result of anybody's manipulation or scheming: it is the natural result of the conditions of things. The ignorant part of the population of this country will govern

the intellectual part when water runs up hill, and not before.

Now what do these farmers desire for their children? Do they want to see them trampled under foot when they are grown to manhood and womanhood by persons belonging to other classes? This will just as certainly be the result as effect follows cause, if they depreciate the quality, or diminish the quantity, of the education they give their children. The enlightened citizen schools his boy because when the boy becomes a man he wants him to stand among men, to have some influence, exert some power. If the boy is reared in ignorance, or has only an uncertain smattering of rudimentary knowledge, he will certainly be somebody's slave in one form or another. The farmers are very unwise in reducing the compensation of their teachers. The rural districts of the State need the very best teaching, in order that the farmers may be fitted to hold their own in life.—*Public School Journal.*

EDUCATING THE CITIZEN.

BY ELLIOTT Y. HAINES.

WHAT are we here for? What is the object towards which we are working day by day, and for the attainment of which, whether consciously or unconsciously, wisely or unwisely, all our efforts are made? The briefest and most comprehensive answer which can be made is perhaps that it is, For the sum of human happiness.

By this is not here meant that happiness after death that theologians teach, and that is the hope and solace of the Christian believer, but the happiness of society, the good and well-being of this present world, which, if it be a world whose mission is probationary, best fulfils that mission as it gives opportunity for the growth of man's higher, better nature, and opens the way for clearer thought and nobler purpose.

Theoretically perhaps this has always been the motive of education, the thought that lies at the root of all effort to teach the human race; and no less now in our day of progressive college presidents and educators than in that of the philosophers and scribes; but the object has not always been similarly pursued. In the Middle Ages, though there were shining exceptions to the rule, learning was curious rather than useful, the arts and sciences did not flourish, and the schools were a thing apart from the daily life of the people and, like the pyramids of Egypt, were rather burial places of dead learning than nurseries of living wisdom. The resulting ignorance and discontent of the enslaved many and the prejudice and superstition of the dominant few justify us in stigmatizing these as the "Dark Ages."

Just in proportion to the mingling of the dead mass of learning with the revivifying life around it has there been evolved from its germ of usefulness a living principle that, solving Archimedes' problem, can lift the world day by day to a higher plane. We have been a long time in awaking to the necessary of this revivifying, or more truly perhaps, in the words of the old song "Time goes by turns," and we have waked and slept through alternating cycles of light and darkness. Now we are nothing if not practical, and "What's the use?" is our common daily question. Side by side with the introduction into our schools of training in manual arts comes the question of introducing the no less practical study of the history of our own times as we ourselves are making it from day to day, and as it appears in the chronicles of the daily press.

That the introduction into our schools and colleges of the systematic study of the newspaper has its dangers is undeniable; like the saw or axe it may cut him who would learn to use it, but the real question is "Do the advantages to be gained by its introduction into our schools as a text-book outweigh the dangers?"

Newspaper literature is proverbially sensational even where it is nothing worse, and many a daily journal of standing is no mean rival of the "penny dreadfuls," familiarizing their readers, as they do, with stories of crime, with political corruption, and with a certain flippancy in treating serious things that goes far towards deteriorating the tone of our national morals: and while the press is a fearless censor of public and private vice and folly, it too often raises a false standard as the ideal of human excellence. With all these positive objections, there are many others of a more negative sort, and yet to the thoughtful observer of our national character as developed in the youth of our land they are far outweighed by the advantages to be gained by their careful and systematic study, under a wisely-trained mind, of current topics.

The press moulds the age as the age moulds it, and if it be true that unwisely used it tends to lower the standard of morals, it is no less true that wisely studied it is the profoundest text-book of Ethics within our grasp. How much better that those

who are growing to manhood and womanhood should be brought to so recognize and use it, and not be left to the chance teaching of later experience. We have been called a newspaper-reading people: shall we care always to read only the base-ball folly, the accounts of Prince Gut-fur-nicht's marriage, or the reports of crime; or shall we cultivate during school life an intelligent interest in the progress of art, science, political reform, and the great issues of the hour?

Ruskin has well said that "a man entering life should accurately know three things; 1. Where he is; 2. Where he is going; and 3. What he had best do under those circumstances. And under the third head he says: Our system of European education despised politics—that is to say the science of the relations and duties of men to each other. It (this science) implies the knowledge of the operation of the virtues and vices of men upon themselves and society; the understanding of the ranks and offices of their intellectual and bodily powers in their various adaptations to art, science, and industry; the understanding of the proper offices of art, science, and labor themselves; as well as of the foundations "of jurisprudence, and broad principles of commerce; all this *coupled with practical knowledge of the present status and wants of mankind.*"

The italics are my own, for it is just here that the point lies, just this link binding theory to practice that has been forgotten. The problems of practical science, as worked out by our popular text-book writers, need the application that might make them useful. It is the daily regret of those who are deeply troubled for the welfare of our young republic that so little intelligent thought and interest is given to public affairs by the educated classes. But need we be surprised that the complaint is a just one, since, to use the homely German proverb, "What little Johnny doesn't learn, John never learns." If by some favorable circumstance of place or surrounding little Johnny should chance to acquire an interest in society's welfare, how many are the possibilities against the interest being intelligent, and not merely a longing for political preferment or a rash patriotism hardly less fatal.

All this applies forcibly to the children of native-born parents. What then shall we say of the vast population foreign born, or born of foreign parentage, that is threatening to swamp us with anarchism and atheism? Using the present rate of increase, Dr. Strong estimates that in 1900 this population will number 43,000,000. This vast body of citizens, foreign in nature and customs to the spirit of our government, and drawn for the most part from the uneducated lower classes of the old European monarchies, cannot but greatly complicate the problems whose solution is to prove the fall or upbuilding of our institutions. Shall our public schools of which we are so justly proud do nothing to Americanize this foreign element? Shall they do nothing to arm our native youth for the battle to which they are growing up? Or shall they send them forth armed perhaps with theories which they know neither how to handle or for what purpose?

Our public schools have been truly called the bulwarks of our institutions, and it is by means of these and of our higher colleges that we are to insure the harmonious and rounded development of the State. Let us not then confine the knowledge imparted by them to theoretical science and the history of the far past, but let us so bind these things to the practicalities of life by teaching our youth to look with impartial, honest eyes and trained intellects at the issues of the day, and form upon them their own judgment that they may go forth armed to grapple the great questions of the day—Socialism, Mormonism, and all the other isms—with no uncertain grasp, and out of the chaos and strife of parties, and the tumult of political corruption to bring, forth that model republic of which Plato dreamed and for which the world has ever since been looking.

COUNTY SUPERINTENDENT.

THERE is no educational officer in this country whose opportunities for promoting sound education are so great as are those of the county superintendent of schools. There is, therefore, no one who takes upon himself such weighty responsibilities as he. The greater the opportunity the greater the responsibility. It is true that in some cases "fools rush in where angels fear to tread," but it is also true that the office of county superintendent is filled, for the most part, by devoted and capable men and women. And it is probable that there are few counties in which the standard of the superintendent is not higher and better than is that of the people.

There are some county superintendents who lose their places at every general election because they are too far in advance of their people. A few are dropped because

they are behind the age, but this does not often happen. The public do not like to have old and tried ways questioned. The ideal superintendent is he who can lead and yet appear to follow. He must be able to know just what the people think, and to build upon the foundation already laid. Tearing down foundations already constructed is a thankless task. Better try to strengthen them where they are weak. There is much truth in the adage that "All roads lead to Rome." Conditions as well as talents differ. Every community must start on the line of progress from where it is. It cannot start from where it is not.

But while the foregoing is true in regard to many of the details of progress, there is one common body of doctrine that widely differing communities can generally be led to agree upon if the superintendent knows how to present it.

It seems as if the public were now ready in all this north-central-plain territory for a system of classification and graduation of the schools of the country, and a practically uniform course of instruction for the pupils. The reasons for this are so numerous and so cogent that he must be a weak superintendent indeed who cannot generally convince his people that this is best for the schools.

We note that Michigan has recently published a state course of study. This is not different in any essential particular from the one adopted for Illinois. There is scarcely a state that does not have an outline of a course that has been agreed upon. But a bare skeleton is too meager for a large mass of country school teachers. They need sometimes more in detail. Every county superintendent can secure for a few cents enough copies of a fully elaborated course of study for country schools, containing numerous suggestions of methods of teaching it in every grade, for every teacher in the county. For six cents per copy, in quantities of one hundred, the fullest and best elaborated course of study ever prepared—that now in use in Illinois—can be procured. There is no reason, then, why every county in every state shall not put this into the hands of every teacher. It is a manual and guide for the proper classification of a school as well as for the instruction of the classes.

With such a course of study as a basis, there should be, also, a system of records preserved from term to term from which each new teacher could learn the attainments of every pupil in every class. This enables the new teacher to begin with the pupils where the old teacher left them. Years of time would be saved in the aggregate every term, if the schools of the country adopt this plan.—*Public School Journal.*

PATRIOTISM IN SCHOOLS.

"SCHOOL houses are the Republic's line of fortification; within their walls to-day are gathered boys who will be our nation's staff in years to come. It is just and right for every teacher, irrespective of party prejudice, to inculcate into the minds and hearts of his pupils the love of this glorious country which God has given us. Even the little ones of the chart classes can be taught to join their baby voices in singing America. They, in their play at home, will sing again and again the words of our national hymn, till in a short time they echo and re-echo in the hearts of the parents, and they, too, lend their voices in the praise that is like a prayer to God to save our country. Probably these same parents know little of liberty or patriotism in the American sense of the words; perhaps but a short time has elapsed since they cast aside the yoke of the mother country; it is well-fitting then that the first words they learn are from lips of their little ones. A little child may lead them to study our nation's character, and later they may become staunch supporters of the government. It has been intimated that a man's deadliest foes are those of his own household. This is equally true of a country; so we should exert ourselves to convert our foreign brothers into faithful friends rather than fearless foes.

Some may say, "Is it not a task to teach this idea of patriotism in connection with the other duties you have to perform?" Try it and see; watch the sparkling eye, when you tell them of the landing of the Pilgrims, the settling of the colonies, the Indian war and the Revolutionary war; how eagerly they question you of the success of the Americans and the final defeat of the British; how proudly they talk of July 4, 1776, the signing of the Declaration, the beginning of our national independence. Tell them of Arnold's treason; every face condemns him—only a few even show pity when told the story of his sad death—the majority say, in the expressive language of young America, "Good for him." Tell them of our last great war, that terrible blot in our nation's history, fought between brothers of one government, for the liberty

of the negro. Surely so fair a land should be the home of the free. History is replete with topics that can be used by the wide-awake teacher.

It is not necessary to say, "My text is patriotism, and I exhort you to light in your hearts that flame which should burn in every heart that has ever heard the tune of Yankee Doodle." Some time when it seems as if the chief aim of the pupils is to exhaust the patience of their sorely-tried teacher, if one of these topics is taken up it acts like "pouring oil on troubled water." Children, like their elders, appreciate a change and are quick to catch an idea. Leave them to learn by instinct that you are spreading out before their mind's eye mines of far greater value than silver or gold. Our boys and girls should be made to study the lives of grand, good men, such as Washington, Lincoln, Grant, and Garfield; contrast the characters of these noble men with Benedict Arnold or Jeff Davis. Each tiny seed thus sown in the heart will blossom and bring forth an abundant fruit, and the root will be patriotism, that firmest foundation for noble manhood and true womanhood.

WILLING TO SHOVEL.

TO be willing to begin at the bottom is the open secret of being able to come out at the top. A few years ago a young man came to this country to take a position in a new enterprise in the southwest. He was well-bred, well-educated, and he had the tastes of his birth and education. He reached the scene of his proposed labors, and found to his dismay that the enterprise was already bankrupt, and that he was penniless, homeless, and friendless in a strange land. He worked his way back to New York, and in midwinter found himself without money or friends in the great, busy metropolis. He did not stop to measure the obstacles in his path. He simply set out to find work. He would have preferred the pen, but he was willing to take the shovel, and the shovel it was to be.

Passing down Fourth Avenue on a snowy morning he found a crowd of men at work shovelling snow from the sidewalks about a well-known locality; he applied for a position in their ranks, got it, and went to work with a hearty good-will as if shoveling were his vocation. Not long after, one of the owners of the property, a millionaire, passing along the street, saw the young man's face, was struck by his intelligence, and wondered what had brought him to such a pass. A day or two later his business took him to the same locality again, and brought him face to face with the same man, still shoveling snow. He stopped, spoke to him, received a prompt and courteous answer, talked a few minutes for the sake of getting a few facts about his history, and then asked the young man to call at his office. That night the shovel era ended, and the next day at the appointed time the young man was closeted with the millionaire. In one of the latter's many enterprises there was a vacant place, and the young man who was willing to shovel got it. It was a small place at a small salary, but he more than filled it; he filled it so well, indeed, that in a few months he was promoted, and at the end of three years he was at the head of the enterprise with a large salary. He is there to-day, with the certainty that if he lives he will eventually fill a position second in importance to none in the field in which he is working. The story is all told in three words: Willing to shovel.—*Christian Union.*

"BLANDINA SLEEPS IN GOD."*

BY DR. E. E. HIGBEE.

In ages past, in halls and festive throngs
The Theban minstrel seized the golden lyre,
And by his magic touch Eolian songs
Come pouring forth from ev'ry trembling wire.
Alcæus waked no sweeter notes of love
Amid the echoing grove,
Where the rapt Sappho made the list'ning streams
Repeat the softer murm'rings of her am'rous dreams.

Of victories in Grecian games he sang;
Yet far above the tumult of the course
The music of his rapturous lyric rang,
Borne swiftly upward by a mightier force.
No longer now such victories inspire
To strike the golden lyre,
Or joyous 'waken amid festive throngs
As erst the slumb'ring sweetness of Eolian songs.

No longer now *such* victories inspire—
But there's a race which Hellas never knew,
To wake to holier life the golden lyre:
A nobler race, and nobler victory too—
Such as of old the Midian Exile sang
When Miriam's timbrels rang:
A victory whose crown the Tishbite wore,
When fiery chariots him to light eternal bore.

A vict'ry too through suffering and blood,
Gain'd by those martyrs to the heavenly truth,
Who midst the storm of Pagan wrath, to God
Their only hope did cling, while age and youth

* The epitaph of an early Christian martyr, found in the Catacombs of Rome. A poem delivered before the literary societies of the University of Vermont by Dr. E. E. Higbee, late Superintendent of Public Instruction of Pennsylvania.

Were firm in faith through torturing rack and fire
Against Hell's blackest ire,
And took at last their crowns of life above,
Made theirs by patient durance and by holiest love.

Among the faithful few who moveless stood,
When to the field Rome's mightiest power was brought,
And gladly sealed with their own precious blood
The faith for which the white-robed cohorts fought,
She, whose brief epitaph among the tombs
That fill the Catacombs,
Some pious hand, beneath the holy rood
Has cut with the sweet words, "*Blandina sleeps in God*"—
She, martyr maiden, well deserves a laurel wreath
To crown her contest and her victory of faith.

PART FIRST.

Softly the rising flood of morning light
Pours over sloping banks of glowing mist;
Filling each vale, and covering each height,
It moves with golden ripples from the east;
The birds' glad matins greet the glitt'ring stream,
And waken from their dream
The dewy flow'rs, and they their eyelids fair
Open, while heavenward they breathe their happy prayer.

The earth and air are joyous—but the band
Of martyrs, struggling for their Master's faith,
Kneel in the Catacombs, for Rome's command
Calls them to heathen altars or to death—
A double sorrow weighs upon their soul,
And larger tear-drops roll:
They mourn a buried Saviour, and they seek
No joy this last lone matin of the Painful Week.

The dark time passes, and the hour of noon
Brings blessings to the fire and Paschal light;
And now the aged priest in solemn tones
Reads the old Prophets, while with fresh delight
The catechumens hear the rapturous words,
And all the trembling chords
Of their young hearts pour forth an anthem dear
To Him who when His children cry will ever hear.

The holy man with solemn service meet
Blesses the cleansing font; and joyful there
Before their simple altar they repeat
The hallowed creed, and their loved Saviour's prayer.
Renouncing all the works and pomps of Hell
Through which man sadly fell,
Upon their heads he pours the saving stream,
Marking the cross, through which alone God doth redeem.

Like flowers bent beneath the morning dew,
They kneel in holy adoration now,
And at their aged teacher's call, renew
With hopeful trust and fear their solemn vow:
But one bends weeping 'mid those chosen young;
Her holy faith is strong,
Yet in her heart consuming grief hath been,
Her widowed mother hates the lowly Nazarene.

His trembling hands in benediction sweet
The holy father lays upon her head,
And bids her go—Though we may never meet
On earth again, yet by the Spirit led
Through death's dark waters we shall reach the shore
Where partings are no more—
Go save the loved—God's peace shall not depart
Forever from thy sad, and more than widow'd heart.

PART SECOND.

Softly with crimson ripples does the flood
Of light pour down below the western hills,
While twilight thickens in the solemn wood,
Whose leaves are whispering to the murm'ring rills,
That soon along the meadows of the sky,
In purest radiancy,
The starry flowers will their buds unfold,
And open here and there their sparkling leaves of gold.

'Tis quiet sunset of the Holy Eve—
Sweet hour for musing thought and solemn prayer;
To watch the sleeping clouds, while fancies weave
Strange changing visions in the twilight air,
To think of fading life and then of death,
And all the joys it hath,
If through a quiet eve and gentle sleep,
It takes us to a morn where mourners never weep.

But while the parting sun bids sweet farewell
To hills, and woods, and to the rippling sea,
She hurries hopeful from the darkened cell
Either to deeper gloom or victory.
She stops not in her course to watch and make
The clouds strange visions take,
Her mission is to save, and swift she moves
To her whom still the heart with holy instinct loves.

She seeks her mother in the marble home
Where joyously she passed her childhood's prime,
And all unconscious of the night to come
Spent the sweet moments of that golden time,
That happy morning of her life, ere day
Chased rosy mists away.
But now that dawning light seems almost fled,
And all its radiance which round her pathway spread.

Yet holier light shines inward on her soul,
And her pure eyes turn from surrounding gloom;
The fearful shadows rapidly unroll,
For light eternal shines beyond the tomb—
She walks into the hall, in hope and fear
Breathing her fervent prayer
That she who taught her infant tongue to speak,
Might love the Saviour, and her heathen idols break.

Kindly the mother meets her truant child,
Seeing her weight of sorrows and of fears;
And, knowing not the cause, with accents mild
She asks the reason of her struggling tears—
And then while shades of night fall silently
On city and on sea,
The daughter tells that simple tale of love
By which her heart and hopes were set on things above.

How she had often met an aged man
Who taught her of that wondrous Nazarene—
How from the glorious throne above he ran
To bear our grief, and take away our stain,
How, virgin-born at Bethlehem, a star
Led wise men from afar
To bow before the manger where he lay,—
Who would unbar for them the crystal gates of day.

How he had made the lame to walk again,
And blind to see; how he had waked the dead
And called them from their graves, and how in pain
No tongue can tell, his weary way he led
To holy Calvary, where on the Rood
He shed his precious blood,
That through his agony our hearts might know
Their awful guilt, and yet be cleansed as white as snow.

How he had conquered Hell, and burst the grave,
And through the everlasting doors above
Went in exulting, and with power to save
All who could trust in such mysterious love—
How, led by such high story, she did bow
And breathe her solemn vow,
That all things earthly she would count as loss
And cling forever to her Saviour's hallowed Cross.

The mother, as she marks the solemn tone
With which her child relates her simple faith,
Sees that a high resolve before unknown
Has made her fearless of that awful death
So many martyrs suffered (yet with joy
No pain could e'er destroy);
She sees, and, in an agony of fear,
Feels that her only light of life must disappear.

PART THIRD.

Often throughout this eve, in anxious prayer
Blandina's thoughts to that dear refuge turn,
Where neither sun, nor moon, nor stars appear,
But all is dark, save where dim tapers burn,
And shed strange mystic light upon the tombs
That fill the Catacombs;
Yet where that Shepherd of the lonely few
Prepares for the great festal morn with service due.

In holy reverence his flock attends;
But seeing that one gentle lamb is gone,
Beneath his heavy grief the shepherd bends,
And sends toward Heav'n his agonizing moan—
"O thou great Shepherd! when, when shall be seen
Pastures of living green?
When by *still* waters wilt thou ever lead
Thy feeble sorrowing lambs in their extremest need?"

Thus like a mariner on desert sea,
O'er whom the midnight storms in wildness sweep,
And who through gloomy clouds no dawn can see,
And only death beneath the angry deep,
Does this worn pilgrim long for heav'nly light
To cheer his stormy night—
Yet still he trusts in that dear Master's will
Who walk'd upon the sea and made its waves be still.

But different scenes in Rome's proud palace hall
Disturb the quiet of the sleeping earth:
No words of prayer from trembling lips there fall,
But shouts of drunken revelry and mirth
Applaud the base decree, that when the night
Gives place to dawning light,
The Christians who Rome's haughty edict scorn,
Shall die in flames, or be by savage wild beasts torn.

PART FOURTH.

The Holy Eve is past, and Easter morn
Looks blushing through the rosy-tinted clouds—
But hark! what shouts are on the fresh air borne
From out those merry and exulting crowds
Which do the amphitheatre surround!
And now, the fainter sound,
Which comes like dying echoes through the air—
From whose sweet lips breathes out that touching voice of prayer?

Amidst those crowds the martyr maiden kneels;
She will not bow to idol Gods again,
For power victorious over death she feels,
And though the wild beasts rage, no fear of pain
The holy courage of her peaceful soul
Can in the least control.

She kneels, and by her struggling mother there
Breathes out to Heav'n that voice—it is her dying prayer:

Hear, Saviour, hear, thy suppliant's prayer,
Bending in agony before Thee!
Send heav'nly light to cheer the night
Of those who lonely now adore Thee!
Thou who didst bear our grief, in this dark hour
O hear, and save my mother with thy conq'ring power!

Hear, Saviour, hear! The hour draws near,
I feel death's coldness stealing o'er me!
Thou whose dear blood the Holy Rood
With purple stream stained to restore me!
Thou suffering Redeemer, in this hour,
O hear, and save my mother with thy conq'ring power!

Saviour, I die! The opening sky
Reveals that glorious crystal river—
I go, I go, where palm trees grow,
And golden harps ring out forever—
Ye seraph wings that bear me to such rest,
O take my mother to the Saviour's breast.

Stay, daughter, near! I hear, I hear
Strange music in the *twilight* ringing,
I see the light, and Angels bright
Before the throne all rapturous singing.
O Saviour, hear! I bow, I bend before thee
And with my dying child, dying, adore thee.

O death, where is thy sting! And thou, O grave,
Where is thy victory? The sun may go
With fading light beneath the ocean wave,
Yet soon that sun shall rise with living glow
And through the opening gateway of the east
In royal glory drest—
Move up the golden pathway of the sky,
And take his midday throne of brightest radiancy.

CONCLUSION.

The morn which brings us to the empty tomb,
From which the conq'ring Saviour joyful rose,
Enrich'd with spoils, to take immortal bloom,
The just reward of all his bloody woes—
That morn of holy memories is fled,
And silently now spread
The shadows of the night o'er hill and plain,
And quietly the stars take up their watch again.

Yet she, the Martyr, sees nor shades of night,
Nor stars that take their watch along the sky:
She lives rejoicing in eternal light,
And wears th' immortal crown of victory—
And now that holy man without a moan
Cuts on the solid stone
Within the Catacombs, the holy rood,
And the brief epitaph "Blandina sleeps in God."
He knew that through the darkness of the night
Blandina saw the glorious dawn to come,
And died rejoicing, as its beaconing light
Call'd her worn, weary spirit to its home.

Ages have pass'd, and heathen Rome is gone,
But still the lowly Nazarene is here—
Ages may come, as many as have flown,
But, still His conq'ring power will be there—
Go, run with patience then thy Heavenly race,
Thou trembling child of grace—
Soon thou shalt take that glitt'ring crown of thine
Th' almighty hands are jewelling with light divine.

SIMPLICITY OF FAITH.

BY H. C. HICKOK.

SOME thirty years ago, on the coast of England, in a little fishing hamlet, there lived an orphan boy of unbalanced mind, and because of his orphanage and mental condition not only sadly neglected in every way, but the object of much cruel tantalizing and sometimes harsher treatment, on the part of thoughtless boys and still more brutal men. Of education and moral training he had none, and no one ever thought of imparting to him anything in the shape of religious enlightenment. Beyond the range of his senses everything was to him a blank.

One day a clergyman of the Established Church happened in the village and gathering as many of the people as was convenient, rehearsed to them in simple language the old, old story of Redeeming Love; how long years before a wonderful man had appeared on earth to suffer and die to open the gates of Paradise to fallen man. To our unfortunate lad this was an astonishing revelation. Beyond the sky and the clouds, the rocks, and fields, and roaring sea, he had never imagined any other state of existence. Of course much that was said was unintelligible to him, but with that strange spiritual insight which so often characterizes his class of unfortunates, that great central fact of the Universe, the death on the cross, did reach his darkened understanding and found secure lodgment there. Finding no sympathy from the coarse natures around him, he could not give expression to his feelings or seek further information on this, to him, strange subject; but the main idea sank deep into his inner consciousness, and over it he continually brooded with ever-increasing intensity of thought that at last found expression in unexpected and positive action.

One gloomy, lowering December evening he had been subjected to more than usual unkindness from the rough people around him, that drove him almost to frenzy; and tearing himself away from his tormentors, he fled in desperation to the beetling crags above the beating surf, and sinking to his knees, exclaimed with uplifted hands, in tones of anguish, "Man that died! Man that died! Take me! Take me!" And so, through the blinding snow and bitter cold, that piteous appeal went up with ceaseless iteration into the gathering gloom of night. When the next morning's sun rose bright and unclouded, upon the face of nature all hushed into the calmness of repose, it was discovered that that prayer had been answered. Half buried in snow-drifts, and frozen stiff in the attitude of supplication, the idiot boy was dead.

When the dread hour of our departure comes what more can we say than he said, "Man that died! Take me!" Happy indeed if in the plenitude of His infinite mercy He will take us.

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, AUGUST, 1890.

Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'." *Scotch Farmer.*

THE best things in the present issue of *The Journal* are the closing number of "My Father's Memoir," by Dr. Brown, and the sacred poem "Blandina Sleeps in God," by Dr. Higbee. There has all along been much in this graphic and intensely interesting sketch of Dr. Brown's father that has reminded us of Dr. Higbee. Would that he might have had so rare a biographer write of him from a like sympathetic and life-long familiarity!

AFTER considering a number of desirable offers, any one of which he could have had by accepting it, our old friend Supt. H. S. Jones, of Erie, takes Lincoln, the capital city of Nebraska, which he regards "the best place in the United States" for himself and his young family. Lincoln has 60,000 inhabitants, good colleges, the State Library, a fine class of people, and a small Board of Directors—this last being frequently a factor of importance in determining the character and efficiency of a system of schools. There was no competition. It was "Jones of Erie" from the start although many names had been presented for the position. He did not want to leave Pennsylvania, but the Pennsylvania people in Lincoln were determined that he should be one of them, and the advantages of the place being so great, the scales turned westward for him. We congratulate him most heartily upon his new field of labor and usefulness, at the same time that we recognize the fact that what is gain to Nebraska is loss to us.

WE had hoped in our August issue to present a full report of the memorial proceedings in honor of Dr. Higbee at the Educational Council of the National Association at St. Paul. These included an appreciative paper by Dr. N. C. Schaeffer, and earnest tributes by President Peabody, Dr. E. E. White, Dr. H. S. Jones, Dr. Wm. T. Harris, Supt. Greenwood, of Kansas City, and others. It was not possible to obtain such report in time for this issue, and it is deferred to a later number.

A LETTER from Dr. E. E. White says: "I have just closed a week's engagement in Miss Patridge's Summer School of Methods at Wilkes-Barre, and leave here in the morning for the Indiana Normal School. Next week I go to the Glens Falls School in New York, and after a week's rest shall come back to give Miss Patridge another week at her Summer School at Altoona. I have had a very appreciative hearing. Think of teachers applauding lectures on psychology! What are the Pennsylvania teachers coming to?"

SAYS the Philadelphia *Ledger:* "Ex-Senator Wallace wants an educational qualification for voters set up and gradually applied so as not to disfranchise those already entitled to vote. It is not an unreasonable demand, particularly in the State of Pennsylvania, where there are thousands of voters unacquainted with the language of the country and unable to read or write. The State provides schools where all its citizens may learn at least enough to be able to read and write, so there would be no hardship in requiring native-born citizens to have this qualification, and there is no reason why naturalized foreigners should be given greater privileges. At the same time it would scarcely be politic or fair to disfranchise those who already have the right to vote or who have already declared their intentions to become citizens. Fixing the new standard for application in the future, it might fairly be expected to promote elementary education among natives and a study of the English language by aliens." Something should be done, and done soon, to remedy the evil here referred to. It is one of very grave character, and already assumes threatening proportions. The law should forbid naturalization of any man who cannot read intelligently, and the foreign emigrant should no longer be permitted to become an American citizen with all the high privileges of the franchise in the brief period of five years.

MAUCH CHUNK MEETING.

THE meeting at Mauch Chunk was begun on the warmest day of the season. Our friend Supt. Snyder, Chairman of the executive committee, had warned the brotherhood at Altoona to "bring their overcoats along," as they would need them at Mauch Chunk. When they got there, and found themselves mopping their brows and looking for fans, and hugging the shady side of the way to escape the fierce rays of the sun, they wished that not only their overcoats but all other coats had been left at home, and that it were fashionable to go about in their shirt sleeves. We were informed afterwards that this was phenomenal weather, and would not have been experienced in the locality but for the meeting of the Association on that day. The town redeemed itself, however, before adjournment, and the temperature at times during the night was such that the traditional overcoat was in demand.

Mauch Chunk is a good place to go in the summer time. Its hills covered with trees in all directions have an uplift about them that is refreshing and wholesome for both the body and the soul of man. There isn't much room here for a town—all there is has been utilized to good purpose—but Mount Pisgah and the Switchback and Glen Onoko are near by, and they make amends to the lover of nature for any straitness of quarters near the level of the Lehigh river.

The meeting was called to order by Supt. R. M. McNeal, of Dauphin county, shortly after ten o'clock on Tuesday morning, and, after appropriate devotional exercises, a cordial welcome was extended by Prof. E. M. Hyde, of Lehigh University, and L. H. Barber, Esq., of the Mauch Chunk School Board. In his remarks Prof. Hyde made fitting allusion to Asa Packer as one of the eminent self-made men of our time and country, and to his very generous support of higher education in the founding and endowment of Lehigh University. In referring to the educational work of the day, he spoke of inaccuracy as the leading defect of school training. Our teaching is too indefinite; there is too much playing education, and not enough hard work done in the acquisition of definite knowledge. The child must be urged to put forth resolute and prolonged effort to acquire knowledge. It is the average intelligence we wish to raise, and towards this result each teacher at this meeting should take a coal from the altar of truth to kindle afresh the fire of enthusiasm.

Supt. Saml. Hamilton responded in fitting

terms to the welcome that had been extended. There has never been a time in which more has been expected and demanded of the teacher than the present; never before since the landing of the Pilgrims from the Mayflower has the common school system held a position of such high importance, such transcendent responsibility. Let us rise to the measure of our opportunities, in so far as we have ability to do this. He was followed by Supt. Mackey, of Butler, in an earnest address. Supt. Harman, of Hazleton, in warm appreciation of the words of welcome, made the closing address of the morning.

The session of the afternoon opened with brief addresses on educational topics.

Prof. Thos. A. Smith, of West Chester State Normal School, said that educational thought, instead of progressing in one unbroken line, oscillates. Its vibrations are growing less because educators are thinking more. The pendulum still oscillates, but the extreme points of oscillation are not so far distant. There can probably be no perfect agreement. Things often quoted as principles of education are only maxims. To educators he would say: Tell the truth, the whole truth, and nothing but the truth.

Supt. E. U. Aumiller, of Perry county, spoke on "The Emotions as an Element in Education." Teaching is rapidly becoming a profession. Institute instructors delight in dissecting the intellect until we have become nauseated by the terms "percept" and "concept." No other education is so perfect as that in which the emotional nature is developed in due proportion to the intellect. The teacher who is quick to feel has the advantage. The emotions speak in any tongue without the chance of misinterpretation.

Prof. J. M. Coughlin, of Luzerne, asked, "What is the great work that we have to do?" To educate thoroughly popular sentiment that we may carry out and enforce good laws; on this we must centralize our efforts. Every boy and girl should receive a good education. The public school is a national institution, and upon it depends the perpetuity of the republic. If a pupil receives an education, he will acquire it only by thorough work on his own part. Fix in mind constantly what constitutes a good education, then work out your conception.

The inaugural address was then delivered by Supt. R. M. McNeal, who took for his theme, "The Necessity of Moral Training," in which he sounded a note of warning that cannot be heeded too soon or too widely. The danger to which he calls attention is growing, and is of most threatening character. He spoke of that numerous class of people who look indifferently upon the greatest dangers to which our government and its institutions are exposed, who, admitting that powerful influences are at work to subvert our liberties and destroy the happiness of the people, yet see no cause for anxiety, because they are confident that come what will, "God takes care of children, fools, and the United States."

The influences referred to, if not counteracted, will eventually sap our national vitality, subvert our liberty, and destroy our free institutions. To close our eyes to these tendencies is not only folly, but a failure on our part to perform the duties we owe to society and the government under which we live. The thoughtful and careful observer cannot fail to see and admit that there does not exist to-day that genuine honesty, truthfulness and integrity that should characterize the actions of men who have their own welfare and the prosperity of the nation at heart. There is a lamentable lack of honor manifested by men of every station and calling in life. There never was a time when moral obligations were so lightly regarded as at the present time. The inordinate desire for gain, the excessive ambition to secure public position and political preferment, and the desire to live beyond their means, seem to have taken possession of many people, blunted their moral sense, preverted conscience and obliterated all ideas of honor, rectitude and integrity. The number of men proof against the peculiar temptations to dishonesty and wrong-doing in the various relations of life is altogether too small.

After referring to the lack of confidence, dishonesty, fraud, defalcations, embezzlements, etc., in commerce and in almost every branch of business, he said:

In politics there is perhaps more dishonesty and fraud practiced than in any other stations of trust in which men are placed. Under our republican form of government, with popular suffrage, and a different class of subordinate officials with every change of the administration of national affairs, it is not surprising that we have created and fastened an odious spoils system upon us. It cannot be denied that many who have been placed in high official positions are unscrupulous and corrupt and do not hesitate to betray the most sacred trust for private gain and personal ambition. The giving and taking of bribes, the faithlessness of trusted officials and the corruption and fraud practiced in the various departments of our government, are a blot upon our national fame and a constant menace to our free institutions. The most alarming feature in connection with this state of affairs is the condition of public sentiment that exists. A man who steals the available funds of a trust institution or of a pri-

vate individual, by whom he is employed, is detected and exposed. But instead of hiding himself from public gaze and being ashamed to look honest men in the face, he courts interviews from newspaper correspondents, and evinces delight in spreading before the public the means by which, through a series of years, he cheated his employers and betrayed those who trusted him. If criminals were ostracised by society, as they deserve to be, instead of being made heroes, there would be fewer embezzlements, forgeries, and similar crimes.

The discussion on the "Old and New in Education" was opened by Dr. Edward Brooks, of Philadelphia, in a thoughtful paper. The "new education" is the progressive spirit of the thinking world in respect to education, there being in it little that is new, so far as pedagogic principles are concerned. The three lines of advance during the past half-century have been: In training the thought-power of the pupil rather than the memory, and here there is too little culture of the memory; in cultivating the faculties of perception, utilizing the study of the things themselves, along with descriptions of the things as found in books; and in manual training, the education of the hand as well as the head. The object in education is to secure knowledge, culture, efficiency. In the so-called new education, the concrete is often carried too far.

Dr. A. E. Winship, editor of the New England *Journal of Education*, spoke on the same general subject. Whether "new" or "old," we must have better teaching. In the former days the test of a school was its brilliant scholars; now the test is the average pupils; soon the test will be the height of the bottom, and the height of the several grades all the way up. It is not the leveling-down, but the leveling-up process that is wanted. To test the primary school I go to the school next above it, the grammar school, and observe there the results of the work done below in preparing pupils for this grade. The training of all children in the schools should be the same until a certain age or grade has been reached; after that it may be carried forward on special lines of study and training.

The session of Wednesday morning was devoted to memorial addresses upon the life and services of Dr. E. E. Higbee, late State Superintendent of Public Instruction.

State Supt. Waller delivered the memorial address. To Vermont we are indebted for two of the greatest men in the history of our educational system—the great Commoner, Hon. Thaddeus Stevens, and Dr. E. E. Higbee. He sketched the life of the latter until his fiftieth year, during most of which long period he was "like Moses in Horeb, preparing for his work." In his 51st year he was appointed State Superintendent by Gov. Hoyt. As soon as possible he personally inspected the State from end to end, and everywhere aroused and directed the energies of school officers and the public. He was not a slave to systems, regarding them simply as a means, not an end. During his administration the school term was increased twenty per cent, and the general State appropriation doubled in amount. Dr. Higbee was many-sided—a linguist, a mathematician, a scientist, a poet, a philosopher, a theologian. Of him it may indeed be worthily said: *This was a man!*

In the remarks which followed, a number of persons spoke in all sincerity such tributes as are seldom spoken of the dead. During the memoral session two hymns were sung that had been written by Dr. Higbee. Two life-sized portraits, handsomely framed and mounted on easels, occupied a prominent place upon the stage during the last two days of the sessions.

Hon. Henry Houck said there was probably not another State Superintendent in this country the equal of Dr. Higbee in scholarship. But while he was a prince upon the platform and in the pulpit—a very king, indeed—in social circles he was a prince also; and it was as a friend that he loved best to think of him. What an eloquent pleader we had in him, and what a friend we lost when he was taken away—dying as he did, with the harness on!

Dr. Edward Brooks said that Dr. Higbee's theory of the true end of education was "to unsense the mind and to unself the will." He came nearer the hearts of the teachers than any other man has ever done in Pennsylvania. He gave a greater uplift to the system than has been given by any other man. He got nearer to the heart, and touched the system with a more sympathetic touch, than any other man.

Hon. J. Q. Stewart spoke of his connection with the State Association, and said that he was always a wise counsellor and a good man, one whose sole purpose in life seemed to be to follow the precepts of his divine Master.

Dr. Geo. M. Philips thought that Dr. Higbee's great life-work was done in the college of which he was president and in which he was professor. There seemed no branch of learning with which he was not conversant. His own merits, and not the accident of his position, made him our

leader. When his opportunity came he was ready, fully equipped. I have known him only to love, only to respect, only to revere him.

Dr. E. O. Lyte said that every Normal School in the State became more efficient in its work because of Dr. Higbee's leadership, He was a Christian gentleman of the highest type. We who knew him best know that his public life was as pure as his private life, and that his private life was without a flaw.

Rev. W. H. Deatrick, for years one of his pupils at Mercersburg, said that one of the characteristics of his instruction was the inspiration he gave his pupils. His was always a high and holy influence.

Miss Elizabeth Lloyd said that she honored Dr. Higbee especially because of his unfailing courtesy to women, that true, manly chivalry which recognized on all occasions the dignity and honor of womanhood.

Mr. J. P. McCaskey said: His life was heroic and he fell like a hero, on the field where duty called him. Among men he was of the very rarest type. He was the most remarkable man I have ever known on terms of intimate personal acquaintance. For thirty years it has been a part of my business, sparing neither time nor money, to hear and see the most noted actors, singers, orators and clergymen, and in a list of the ten most gifted persons I have ever known or seen or heard, Dr. Higbee's name would hold an honored place.

Prof. M. G. Brumbaugh, chairman of the committee on the Higbee Memorial Fund reported that the sum of $3134.45 was on deposit, with some additional funds yet to be received, contributed to the said fund. The action of this committee was unanimously approved by the Association. The following named were appointed a committee, with discretionary power to provide a suitable memorial: Messrs. J. P. McCaskey, M. J. Brecht, M. G. Brumbaugh, Geo. M. Philips and H. W. Fisher.

On Thursday morning Dr. T. B. Noss, Principal of the State Normal School at California, Pa., in a paper that attracted much attention, discussed the question, "Is German Education Better than Our Own?" His answer was in the affirmative, but he thinks that ours is steadily growing and improving, and will one day be better than theirs. Germany is a country of achieved results, while our own is largely a country of promise. Grecian, Roman, German, and American education are but different names for human education. The true aim of education everywhere and in every age is but to prepare for complete living. In 1872 the government of Prussia by law prohibited the teaching of the alphabet. Germany has teachers far better prepared than our own American teachers, and she secures more definite results. Germany has no national system of education, but all the States have made that of Prussia the model for their systems of schools. If Prussia had refused to learn from strangers, she would not now be the envy of the world. In her normal schools the course of study is three years, and these schools graduate on the average but twenty-five students each per year. In Prussia these graduates enter the profession for life. Ninety per cent. of Prussian teachers are men. In Germany all teachers are especially trained. In Pennsylvania we graduate nearly 500 students per annum from the Normal Schools, most of whom teach but a few years. In the United States teachers average but three years in teaching. In Germany the text-books are small, thin books; ours are large. The German teacher uses no book, but talks from a full mind.

In the animated discussion that followed the reading of this paper, Supt. Buehrle said that our schools do not fit for college as they should, and held that such training is as fairly due the pupil, if desired, as is instruction in the elementary branches. Deputy Supt. Stewart said, that while we have no national system of education, some of the grandest results in general education in the history of the world have been attained in America. Individuality is here encouraged. We are, indeed, so far as the true purpose of school training goes, in the front rank in education. What we have to contend with is not illiterate Americans, but ignorant Europeans. In the county (Washington) which Dr. Noss represents he can probably not find a boy or girl, American born and ten years of age, who cannot read and write. Dr. Brooks thought it unfair to contrast German education and ours by the systems. The tendency of German education is to form all in the same mold, and to destroy individualism. The German, in original thought and inventive power, bears no comparison with the American. Comparing the results of the two systems, we arrive at a different conclusion from that reached when we compare the systems themselves. Dr. Horne said: We boast of our literature and of our books, but our works on pedagogy and theology are largely reproductions of German works.

The subject of "School Libraries" was then presented in a practical paper by Supt.

L. E. McGinnes, of Steelton, Dauphin county, who has had much experience in this direction. He spoke of their usefulness and what kinds of books should be found in them. The library in schools is a great agency in promoting scholarly research, and thus familiarizing pupils with the use of books. Thousands of children are every year leaving the schools without having acquired any taste for good reading. One of the great problems of the day is not so much how reading may be taught, but *what to read* after learning how. The first place in a school library should be given to works of reference; and as to the character of the books generally, he protests against flimsy, sentimental fiction.

Among other subjects of importance discussed were "The Work of the Principal," and "Form Study and Drawing." The closing address on Thursday afternoon was made by Dr. Z. X. Snyder, principal of the Indiana, Pa., State Normal School, upon the general subject of the old and new education. The evening lectures were by Dr. Hedley on "Heroes and Heroism," and Hon. Geo. R. Wendling on "Saul of Tarsus." They were able and eloquent, but under the circumstances they cost too much, the first costing $50 and the second $80, whereas both these gentlemen were advertising their work to secure engagements as lecturers before County Institutes. As a result of this and certain other items of outlay there was a deficit in the treasury, to meet which it was necessary for a number of members present to contribute ten dollars each towards payment of indebtedness.

The Committee on Exhibits arranged under the general direction of County Superintendent A. G. C. Smith, of Delaware County, assisted by Mr. Bevan and Misses Ross. Harris and Fisher, of the local committee at Mauch Chunk, occupied the rooms of the high school building with a suggestive display of school work from nineteen different places, distributed over eleven counties. These included Harrisburg, Wilkes-Barre, Hazleton, Mauch Chunk, West Chester, Catasauqua, Schuylkill Haven, Newtown in Bucks county, Berwick in Columbia county, White Haven in Luzerne county, Chester City and a number of ungraded schools in Delaware county, the Wyoming Seminary, the Keystone State Normal School at Kutztown, and the model department of the State Normal School at Millersville.

A committee on Legislation was provided for, and notice given that an amendment to the constitution will be prepared at next session making this one of the elective Standing Committees. This year's committee was appointed by the president as follows: Dr. E. O. Lyte, Prof. D. M. Sensenig, Deputy Supt. J. Q. Stewart, Supt. Geo. J. Luckey and Supt. D. S. Keith. To this committee was subsequently referred the resolution offered by Co. Supt. Walton, asking of the next legislature the passage of a law providing for district supervision of schools, with instructions to secure its enactment, if possible. A resolution presented by Dr. Geo. M. Philips, approving and recommending a State organization of school directors was also adopted.

Bedford was chosen as the next place of meeting, and an old Bedford man, Prof. Harry W. Fisher, now of Pittsburgh, was made chairman of the executive committee, with a first-rate second near by, in the person of Prof. M. G. Brumbaugh, of Huntingdon. The following is the list of officers for the ensuing year: *President*—Geo. M. Philips. *Vice-Presidents*—T. W. Bevan and Mary L. Dunn. *Secretary*—J. P. McCaskey. *Treasurer*, D. S. Keck. *Ticket Agent*, J. F. Sickel. *Executive Committee*—H. W. Fisher, M. G. Brumbaugh, J. S. Walton, Elizabeth Lloyd, and Geo. W. Hull.

The good people of Mauch Chunk did what was possible to manifest their hospitality and to make the stay of the Association comfortable and pleasant. Among other things the fine hall in which the sessions were held was thrown open free of cost. Co. Supt. McNeal was an admirable presiding officer, dignified, quiet, always ready and sure. Co. Supt. Snyder, the active chairman of the Executive Committee, was ubiquitous and doing good work all the while. To the Treasurer, Prof. D. S. Keck, the Association is indebted for a smaller deficit in the treasury than would otherwise have been found to exist. He was indefatigable in his efforts to increase the enrollment, and thus provide means for payment of expenses incurred. The music has never been better presented by any instructor at a State Association. Prof. Jerry March knows how to teach, and the West Chester public schools are fortunate in securing his services in vocal music for the coming year.

The last evening of the session was spent at Glen Onoko, some two miles above Mauch Chunk, where with fire-works, and music, and songs, and recitations, and speeches, the hours passed pleasantly. The Glen was brilliantly illuminated, and thou-

sands of people were there. Everything passed off happily, and we all left Mauch Chunk with very pleasant impressions of our three days' stay in this unique little town, compressed almost into a single street between the river and the hills.

ENTHUSIASM IN TEACHING.

IT sometimes happens that inexperienced teachers forget that what may be plain enough to themselves may be obscure and discouraging, or at least uninviting, to the minds which they are endeavoring to lead from the known to the unknown. What can be more absolutely blind and unintelligible to the child who has never mastered them, than those arbitrary symbols, the letters of the alphabet? But these in their endless combinations are the key to the treasure-house of knowledge. They unlock the lore of all the ages, the literature, history, poetry, science, art of the present and of all former times. They open up realms of knowledge from practical, every-day utility to the highest ideals and the loftiest hopes and aspirations of the most comprehensive intellect, of the most far-reaching and all-comprehending imagination.

From want of interest in the subject, from insufficient breadth of mental vision, lack of profound mastery of what they have been professionally engaged to impart, teachers are sometimes superficial or mechanical in the class-work which they have undertaken to do; and thus they fail to interest pupils in their studies, or to arouse them to enthusiasm in their efforts to master the branches of study with which they endeavor to grapple. Thus they fail in the highest function of the teaching art, the awakening of a thirst for knowledge to be slaked only by satisfying drafts from the Pierian spring. Their shortcomings in this regard only serve to show how greatly they have mistaken their high vocation.

The difference between competency and its opposite in the art of teaching, as the writer had occasion to remark in talks to teachers thirty years ago, might be pictorially illustrated something in this wise: Suppose you were placed at midnight in an unknown region of country, with whose topography and character you were not familiar. It might be, for aught you could tell, a region of high culture and surpassing beauty, or it might be an uncivilized land of savage wildness. In groping your dubious way in the obscurity and gloom to some haven of rest or place of shelter, encountering one obstacle after another—may be a fence or a forest, a quarry or a quagmire—you might get a very unfavorable impression of the region in which you found yourself, and be inclined to sink down disheartened and despairing, and anxious that some guiding hand should pilot you out of what appeared to be a hopeless labyrinth of difficulties.

But let the risen sun pour his flood of light and glory over the scene, and lo! the magical transformation! The dreary desert vanishes, the tangled wilderness gives place to broad roads and pleasant by-paths leading to comfortable and happy homes; emerald meadows jeweled with dew-drops; crystal brooklets sparkling in the sunlight, as they go dancing onward with subdued gladness to the sea; golden harvest-fields bending low with the weight of their precious burden; mountain heights lifting themselves majestically to the radiant clouds, as if they were the altars and the home of more than an Olympian Jove; beautiful groves waving musically in the summer breeze, and tossing their masses of foliage to the sunlight, as if in gladsome adoration of the Great Creator —all bright, all beautiful, glowing and glorious under the vivifying influence of the new-born king of day!

What the sun is to the landscape the teacher is to the school; pouring light, intellectual light, upon the obscure and difficult pathway up the hill of science. "*But if that light be darkness, how great is that darkness!*"

EDUCATION AND THE FARM.

IN the article on the late President Garfield, copied into the July number of this Journal from the Cleveland *Press*, the remark that "the majority of his pupils at Hiram were boys who came in from the farms, and most of them would, but for their experiences under him, doubtless be farmers now," seems by implication to doubt the respectability of the farmer's vocation as compared with positions that bring with them notoriety, or the desirability and value of a liberal education to farmers as farmers.

This it seems to us vividly illustrates the pervading misapprehension that education is only valuable to the extent that it makes its possessor conspicuous and prominent, and that this motive should be the chief incentive to inspire the youthful aspirant to endeavor to get an education. This, we

take it, is to a large extent a mistaken and wholly inadequate motive for the object in view, and by no means a measure of the highest and truest ambition. The aspiration should be education for its own sake, for the mental grasp and moral power that follow a true and thorough education, for the development and training of all the powers of the mind and soul and spiritual nature, that, united, they may reach the highest capability for usefulness in whatever position in life we may find ourselves; consecrating to this end all the talents, be they many or few, with which God and Nature may have endowed us. The blare of trumpets, or the thunder of shouting multitudes, are not the highest and best criterion of merit or achievement. That the solution of life's diversified and momentous problems may oftentimes be worked out in solitude and seclusion, and perhaps under the pressure of heavy sorrows, detracts nothing from the real value of what is accomplished, but on the contrary may add deeper emphasis to the final verdict, "Well done, good and faithful servant."

Agriculture was the primal vocation of our race, and no other can be named that is more honorable or that carries with it a truer claim to genuine respectability, and there is none which a liberal education would more truly dignify and adorn. A college education, if it be the genuine article and thoroughly mastered and digested, can be as useful and influential to the career of a practical farmer as to anybody else, if the recipient be of the right stuff, so as not to be spoiled by it. Farmers' boys furnish a large proportion of the fresh blood and vigorous stamina of professional life and the business world, but the fact that they are well educated is no reason why they should desert the old homestead when they part company with their Alma Mater.

We remember three farmers' sons who acquired a college education and graduated with credit to themselves, but who returned with manly good judgment to the old paternal acres where they first saw the light, to devote themselves for life to the agricultural pursuits in which they had been reared. They have always been men of weight and influence in their respective communities, and now in the mellow sunset of life they can look forward with a clear conscience and serene contentment to the close of earthly careers that have been useful and beneficent in a marked degree, and that will leave the world better than they found it. These are merely a few examples out of many that could doubtless be cited to illustrate a policy that is in the highest degree commendable, and that we are persuaded will be more generally adopted in practice as the years go by.

There is nothing in the pursuit of agriculture that is incompatible with the broadest learning and the thorough mental training that a liberal education can give. There are still large portions of the State where it can be truly said, and without offence, that if the farmers generally were better educated their common schools would not be, as the reports show, so deplorably neglected and mismanaged. With better understanding of the nature and value of a sound elementary education, they would be more vigilant in securing its benefits for their children and their children's children.

EXAMPLES OF PATRIOTISM.

PRIVATE ENDOWMENTS TO COMMON SCHOOLS: NOBLE EXAMPLES OF UNSELFISH PATRIOTISM.

IN looking over the last annual report from Chester county, our attention was attracted to the following paragraph with reference to one of the township school districts the name of which is not given, nor, we regret to say, the name of the liberal-minded citizen to whom it refers, or we would gladly have mentioned them here: "One large-hearted gentleman has endowed a library, and given to the School Board a fund, the income of which is to add fifteen dollars per month to the salary of the teacher."

This praiseworthy action indicates not only a generous heart, but unusual forecast and sagacity on the part of the donor in the adaptation of means to ends. Through the Library he furnishes food for the mind that will be a perennial blessing to the children of the district who may be within reach of its freely-offered mental treasures; and in the fund for the Teacher he put his money where he plainly saw it was most needed and would do the most good, namely, in *the work of instruction*, which is the weak point in by far too many of our public schools. Besides, in meeting what he regarded as a social and public obligation, he performed that duty which seemed to be the nearest to him and not lying far off in time or distance; and then in selecting the agencies through which his benefactions should accomplish their desired purpose, he did not leave them

to the uncertainties which sometimes accompany the actions of executors and administrators after a man is dead. He had the good judgment to select corporate authorities, part of a great constitutional organization that will continue to have an existence in perpetuity and always be under the vigilant supervision of the community he intended to benefit; the annual votes of the citizens and the pressure of the vigilant local public sentiment always being a guarantee for the safe keeping and proper administration of his wise and thoughtful endowments. He could not have made a safer investment of his money, nor put it under the protection of stronger safeguards.

We have often wondered that these considerations have not had a stronger influence in determining the channels through which private beneficence could contribute to the public welfare. The common school system reaches to every home and hearthstone; it runs parallel with our organized government in all its widely-spread ramifications; and, in its permanency and pervading influence, can be a most potential agency in protecting the means and embalming the memory of good men who desire to bless and benefit the communities in which they reside.

We recall at this moment two conspicuous instances of this nature which furnish illustrations and proud examples of the policy indicated, viz: the late Mr. Leonard, who contributed $30,000 for the erection of the graded public school building in Clearfield; and Gen. John Patton, who gave $10,000 toward the erection of the High School in Curwensville, Clearfield county, and has never regretted this wise and permanently useful disposition of his money. These latest and unique endowments, quoted from Chester county, furnish a new and most gratifying illustration of the possibilities which lie right at the door of liberal handed and patriotic citizens in all parts of the Commonwealth, if they choose to avail themselves of the opportunities which are so easily within their reach, and so remarkably free from any risk of failure or disappointment. The too-often despised and neglected Common School can thus become, through private agency, monumental in character and luminous with the glory of unselfish patriotism.

These good men but "go before and point the way" for other men of moderate means to follow—but only such men follow as are possessed of wise heads and blessed with generous hearts.

OF EDUCATIONAL INTEREST.

THE following condensed reports of papers read before the American Institute of Instruction, which held its annual session at Saratoga early in July, and for which we are indebted to the New England *Journal of Education*, are suggestive upon the subjects considered. We had hoped in this connection also to present abstracts of certain papers read at the National Educational Association at St. Paul, but must defer these for another issue of the *Journal*.

Supt. G. C. Fisher, of Muskegan, Michigan, upon the subject of "Women in Education," said:

In Massachusetts there are ninety female to ten male teachers, in Germany there are ninety male to ten female teachers, the figures being precisely reversed. The superiority of the German schools is due not to the employment of so many male teachers, but to the professional training that German teachers receive and must receive, and the professional spirit that is born of that training. You ask a German teacher why he does so and so, why he pursues such and such a conrse, and his answer is ready. He has a reason for everything. We ought to get at first principles just as the Germans do. We need a headship, or what would be better for us, a unity of headships, just as we have a unity of states and a unity of individualisms. We are weak on the psychological side. We have our good points, our strong points, and in some respects we are ahead of Germany. We have more helpful educational papers. We are a nation of practical workers. We have, as a rule, better school books, better school furniture, and more attractive school-rooms. There is more heart feeling in the management of our pupils. We are more tactful and trustful, and are doing more to teach manners and morals. The points of excellence are due largely to the presence of women in our schools. They are more conscientious than men, and they have, as a rule, greater governing and teaching power. Teaching comes a little nearer a woman's life than a man's. I would not crowd the men out of the school-room. They have their place there and their way of looking at things, and it is a good way, a necessary way. It does a girl as much good as a boy to come under the influence of a well-bred and highly-educated man. For the heads of institutions I prefer men to women, as a rule, but they must be heads. Women have a wonderful power in arousing the heroic element, especially in boys, and bringing out latent nobility of character. The influence of a true woman is toward strength. True womanhood embraces strength and reverence for strength. The female teachers of this country should be united. They would wield a powerful influence if they worked together for common aims. They ought to come forward as speakers and writers, and take a more active part as institute debaters and work-

ers. They should be the willing and glorious star to lead the woman's movement, and not the timid and foolish torch to frighten it back.

President Andrews, of Brown University, spoke as follows upon the question of "Patriotism and the Public Schools:"

All will agree that patriotism is a very important quality, that the public schools can be made greatly to promote it, and that they may of right be employed for this purpose—nay, must be so employed. The question is, How can such a beneficent result be brought about? How can the public instruction, which so many of us are engaged in imparting, be made to minister in the best way to patriotic sentiment and purpose in our pupils? We err if we expect to attain this end, to any great or helpful extent, by Fourth of July oratory, or by the purchase and raising of flags, according to the pleasant fashion now so popular. There is some danger in our day lest the United States flag become a fetich. Simply to fly the flag over our schoolhouses will never by itself make staunch devotees to our nation's cause. Of as little avail is it to inculcate a partisan or a sectional spirit, or to make boys and girls believe that the life of the nation depends upon the prevalence of this or that particular policy. Nor do we gain aught by overlooking the vices which attach to our politics and to our distinguished citizens, past or present, or by portraying our country's possibilities and virtues as greater than they are, either absolutely or in comparison with those of other nations, or by belittling or denying the dangers with which our political outlook is beset. We shall best promote patriotism in schools and scholars—(1) by fully recognizing and continually that it is part of the business of the public school to make good citizens. Impress upon pupils that our schools exist for a public purpose, and that they fail as public schools save as they subserve this purpose. Each will tend to refer every blessing which he derives from the school to the state, and so to become a more enthusiastic citizen. (2) By teaching in the schools more and better lessons touching the theory, the facts, and the duties of our civic life. As to theory, we need to insist that government is a necessary good, not a necessary evil. Evils gather about our political life, and they are to be unsparingly denounced. As to facts, we ought in our public school instruction to dwell more on the history of liberty in early and in modern times; upon the slow growth and the cost of liberty, and especially upon the career of free government in our own land; the rise of the United States into a single political power, the revolutionary war, and the creation, adoption, and preservation of our Federal Constitution. And as to duties, let us point out not only the obligation we are under of activity in politics, but the possibility and the duty of honest participation in political office.

Mrs. Mary A. Livermore spoke on "The Educational Outlook:"

There has been great progress in all the branches of education during the last generation. Much more importance is now attached to the primary grades than ever before. Kindergartens are formed and patronized extensively. Common schools are recognized as agents in the development of children as human beings. The high schools and colleges are adjusting their courses of study so as to furnish a continuous and more normal education. Good health is receiving its proper share of attention, and before long we may hope to see bodily culture occupying its proper place as a compulsory part in every school course. But moral training must never be subordinated to anything. This moral training is not impossible without religious training. The moral nature existed long before the Bible or any religion. The Bible appeals to the moral nature, and not the moral nature to the Bible. The moralities can be inculcated without reference to religious dogmas. Teaching is rapidly becoming a recognized profession. No profession is equal to teaching, in work required or demanded. The American teacher must mold and fashion all that foreign nations cast off upon America. The education of woman has taken unprecedented strides during the past two decades, In the West nearly all the colleges are open to women. In the East we are giving women the same privileges as men; but we keep them apart. Modern education reaches out in all directions. There are schools for every conceivable specialty and for every class of people, everywhere. These are often inadequate, especially so those for the professional training or teachers, but all are rapidly increasing and enlarging. Never was there an educational era like the present, nor a time when the outlook was so promislng.

Prof. J. C. Greenough, principal of the Westfield, Mass., Normal School, read a paper on "The Essentials of Good Teaching:"

Teaching is occasioning and facilitating that mental activity which results in knowledge and power. An essential of good teaching is that it be in accord with principles inherent in the nature of man. One of these principles is that the activity of the mind is modified by the condition of the body. A second is that knowledge is only gained primarily by means of objects. A third is that the mind gains knowledge and ability to do by the exertion of its active power. Self-activity is conditioned upon attention. Attention is self-direction of the mind in thinking. It originates in the mind, but it can be occasioned. The ability to arouse, sustain and control attention is of the first importance in the teacher. It is not sufficient that the attention be passive. It must be voluntary. The mind gains knowledge of objects in natural order and of subjects in logical order. Rational teaching is for definite and permanent ends. There should be no aimless teaching. The aim should be definite.

Method is the third essential of good teaching. The true method is the analytic. Synthesis is the sequel of analysis. Present, or lead the student to present to himself, the real object or subject to be studied. Fix his attention upon this, and direct him in its study.

Lead him to state his own ideas and thoughts in his own language. Correct his language, and introduce new terms as needed to express his ideas and thoughts. If the objective method is used, the pupil commits to memory the truth rather than statements about the truth. In lecturing, he is told; in object teaching, he learns for himself. All elementary teaching must be objective. Whatever is absolutely new can be taught in no other way.

Lecturing can come only when the pupil is prepared by objective teaching to make the words used occasion clear and distinct ideas. It is the means of imparting secondary knowledge or information. The teacher who wishes to succeed must keep prominent his personality. He must be able to cherish an ideal, his pupil, and make it grow. Without aspiration the teacher is dead. Mark Hopkins was an ideal teacher. The study of his life is an educational training. He had a personality. His personality flowed into others. He had an influence over all who knew him. Personality is the result of one thought, one feeling, one striving. It prevails by being what it is.

President B. P. Raymond, of Wesleyan University, Middletown, Connecticut, spoke upon "Scholarly Spirit:"

The scholar is characterized by a love of knowledge and the truth, and by power to think comprehensively and accurately. Power to think must be gained by training. It is not born, in a person, and it does not come easily. One must have a love of the truth before he can devote himself to acquiring all the details of truth with painstaking care. Things must be thought out in their relation to other things. The trained man has an insight that leads him beyond mere superficialties. With all our modern appliances and methods it is, and must remain, an impossibility to put a thought into the pupil's mind. Every thought must originate in the mind. We get all the percepts of a thing or circumstance, and then we unite them into the notion, the idea, the thought. The boys who think are to be the men who will be the leaders in the settlement of the great questions of the future.

Ex-Senator J. W. Patterson followed Prest. Raymond on the same general subject:

Civilization has brought with it the spirt of scholarship. The scholars of past ages are the men we know to-day. In almost every case, the scholar is the man who passes into eternity as a genius. The scholarly spirit, if indulged, becomes a passion which impels its votaries into a search for the intellectual and spiritual springs of human action; and the understanding so instructed in the fundamental facts of the organic life of society, no longer drifts in the superficial and temporary flaws which disturb the public mind. This is one of the chief advantages to an organized community of the influence of schools of learning. The reason and judgment of an educated people are stored and steadied by all that men have thought and done in centuries, and by the blood-bought experience of generations. A knowledge of the historic past is an indispensable condition of free institutions and national prosperity. We do ourselves a wrong if we limit our companionship to the local and present, when we may hold daily communion with the mightiest spirits of all lands and all ages, and in our measure be transformed into the same image.

Our danger is not so much that the scholarly spirit may fail to secure for us the higher education, as that it may not have sufficient power to give to the millions that throng our magnificent domain, that lower education without which popular governments are impossible. European States have been forced to adopt our example of free schools, and are outrivaling us in the privileges of scholarship afforded to the masses. Popular education is not only the genius of liberty, but it is the dominant element of political economy. We cannot afford, even in the business of money-making, to allow any State to neglect the education of its children. But rising far above these mercenary ends is the consideration that the scholarly spirit is the source of national character, and the promise of grander and diviner things yet to be in the unwritten history of the republic.

ITEMS FROM REPORTS.

CAMERON—Supt. Ella Herrick: Gibson township school board passed the following: "*Resolved*, That the teachers of Gibson township be required to hold a Local Institute in the several school houses of the district each month during the term." In accordance with this action the first meeting was held in Castle Garden school house, June 27 and 28; it was well attended.

CHESTER—Supt. Walton: The standard of our provisional certificates has been steadily and persistently advanced. Very few more certificates than necessary to fill the schools were issued. A committee appointed by the Directors' Association of Chester county, composed of Dr. G. M. Philips, Supt. Addison Jones, Rev. Wm. T. Bull, I. A. Cleaver, T. J. Durnell, and J. S. Walton, met June 14th, for the purpose of assisting other counties in working up a sentiment and desire for a State Directors' Association at no distant day.

DELAWARE—Supt. Smith: Most of the schools continued their sessions through the greater part of June. Quite a number of pupils throughout the county, some from rural schools in charge of one teacher, were examined by me, and all pupils recommended by the teacher passed a very creditable examination in the common branches, and some in algebra and literature also. A diploma was given them for the purpose of increasing the interest in public school work and keeping our larger girls and boys in the schools longer. The diploma was specially prepared for the purpose, and is adapted for use anywhere in the county. The annual examination of teachers was attended with much more satisfactory results than heretofore. The teachers holding provisional certificates seem to realize that, in order to success-

fully compete with others in the profession, they must qualify themselves more thoroughly; in consequence of this much careful preparation is made, which cannot be otherwise than beneficial to themselves. Only 57 applicants who had never taught were examined, and 29 of these were rejected. In all 154 applicants were examined, 107 provisional and 9 professional certificates granted, and 38 rejected.

HUNTINGDON—Supt. Rudy: June 19 I assisted in the examination of the Senior class at Brethren's Normal College, Huntingdon. A new school-house is in course of erection at Marklesburg, two rooms.

INDIANA—Supt. Hammers: A number of select schools are in operation throughout the county; in the majority of cases they are well patronized. Banks, Rayne and West Wheatfield will each have a new school house the coming term. This is commencement week at the Indiana State Normal, and the exercises are attracting many visitors from home and abroad.

JUNIATA—Supt. Carney: The select schools throughout the county have closed their spring terms. The one at Thompsontown had a very successful session, as it was well attended by the teachers of the county.

LEBANON.—Supt. Boyer: A new high school building is in process of erection. The old academy building is being thoroughly renovated so that it will look like a new building. The Board has divided the course of study into five grades below the high school: Primary, Secondary, Intermediate, Second and First Grammar. Each of these five grades is intended to cover two years, which added to the three years of the high school course will make thirteen years for the entire course. Is this too long? Should not the high school afford the means of preparation for college to such of its patrons as may desire this instruction?

LUZERNE—Supt. Harrison: Ex-County Supt. Grimes, of Columbia, succeeds Prof. P. Martin as Supervising Principal at Plymouth. Normal classes have been formed at Kingston, in connection with Wyoming Seminary; at Pleasantville Academy, under D. M. Hobbes, and at Huntington Mills Academy, under Prof. W. S. Clarke. School Boards are electing teachers as soon as I am able to make a report of the examinations. Salaries are being increased in many districts, and the outlook for the coming year is very bright. Have had an average of four directors present at each examination.

MERCER—Supt. Hess: Our numerous high schools, colleges and academies have closed their year's work with appropriate exercises, several of them graduating large classes. The progressive school board and teachers of Shenango township have no thought of abandoning the course of study pursued in their schools, notwithstanding the fact that not a single pupil was found able to complete the same this year. It is observed that districts having a single continuous term are selecting their teachers from the best talent the county affords. Select schools are in operation at Mercer and Wheatland. Many of our leading teachers are in attendance at the summer schools.

NORTHAMPTON—Supt. Hoch: The events of the month were the commencement exercises of the high schools, colleges, and normal schools throughout the county. I attended the exercises of Lafayette College and Kutztown State Normal School. At both these institutions the graduates acquitted themselves very creditably in the delivery of their essays and orations.

POTTER—Supt. Kies: All summer schools are now in session; the attendance, however, is steadily decreasing as the term advances. The semi-annual meeting of the Teachers' Association was held at Genesee Forks, June 27th and 28th. The programme was well rendered and a lively interest was taken in the proceedings by all. The Coudersport School Board has taken a step in the right direction, namely, paying such of its teachers as attend a Summer School of Methods $2 a month extra for the ensuing year.

SOMERSET—Supt. Berkey: Local normal schools are in progress at Berlin, Somerset, Jenner X Roads, Confluence, New Lexington, Conemaugh and Shanksville. All of these are well attended and indicate a full and competent supply of teachers for the coming year. Quite a large number of our teachers are attending State Normal Schools. Somerset Boro. has decided to have an eight-months term this year—an advance of one month over last year. New houses are being built in Brothers Valley, Somerset, Black and Conemaugh townships. The increased State appropriation this year is a source of encouragement to our people, and as a result we hope to have higher wages, more competent teachers, and better schools than ever before.

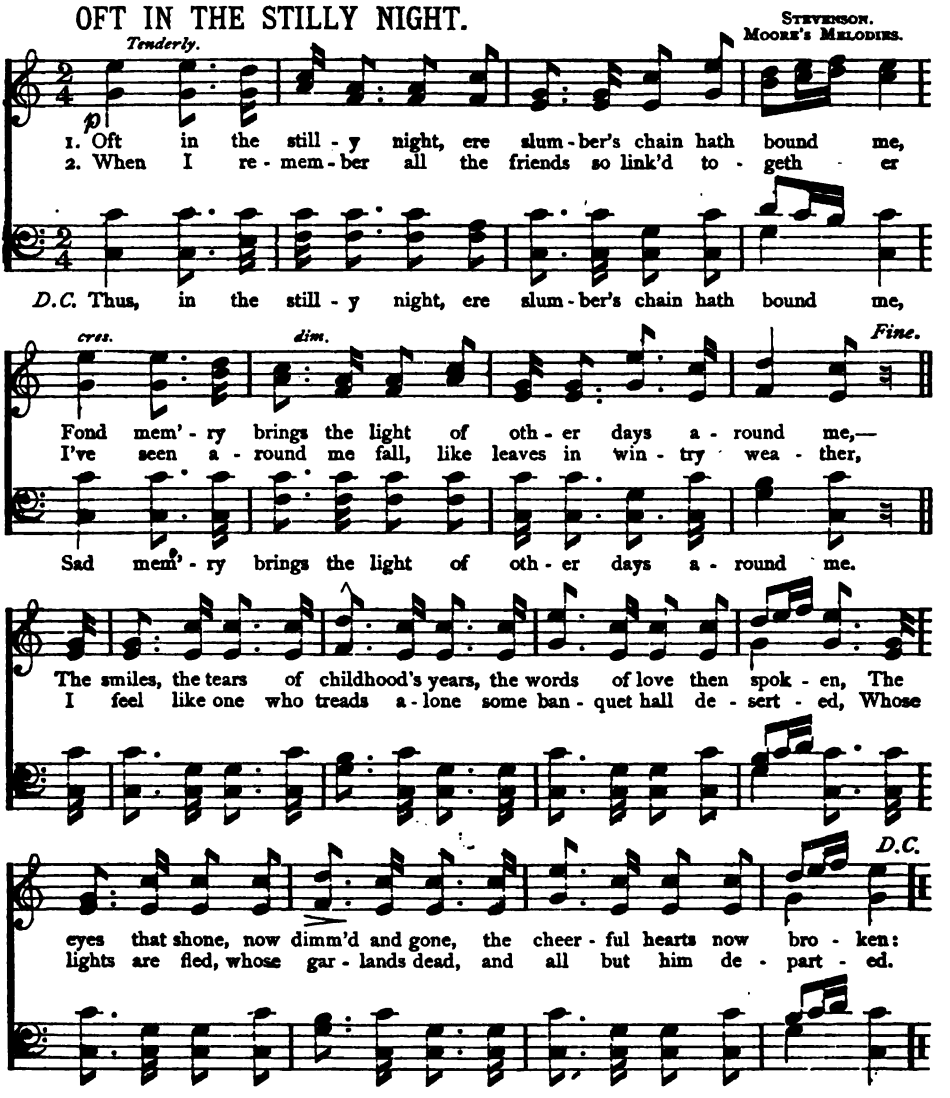
BRISTOL—Supt. Booz: The schools closed June 27. All the old teachers were re-appointed with an increase of salary in each case. A class of four pupils graduated, each receiving from the Board a formal certificate, and a gift of books besides. After the exercises a re-union of the classes of '87 and '89 was held, at which directors, superintendent and teachers were present.

NORRISTOWN—Supt. Gotwals: The commencement exercises were held in Music Hall, which was crowded to its utmost capacity with an appreciative audience. The class consisted of 41 graduates—18 boys and 23 girls. Two rooms of the high school were filled with representative school work of the different grades, and opened to the public for inspection for two days. This exhibit had a good effect, not only upon the parents and friends in general, but also upon children, in many of whom was created a desire to do still better work.

PHŒNIXVILLE—Supt. Leister: Five boys and twelve girls were graduated from our high school. The attendance of patrons and friends was as large as the capacity of the hall, the largest auditorium in the borough, would permit.

SHAMOKIN—Supt. Harpel: The annual examination of teachers was held June 23 and 24. Of a class of thirty-one applicants, twenty-eight received provisional certificates, and three professional. Our board is erecting two first-class school buildings.

ECHO.—Echo was a beautiful nymph, fond of the woods and hills, where she devoted herself to woodland sports. She was a favorite of Diana, and attended her in the chase. But Echo had one failing; she was fond of talking, and, whether in chat or argument, would have the last word. Juno, having discovered that some deception had been practiced by Echo, passed sentence upon her in these words: "You shall forfeit the use of that tongue with which you have cheated me, except for the one purpose you are so fond of—*reply*. You shall still have the last word, but no power to speak first." This nymph saw Narcissus, a beautiful youth, as he pursued the chase upon the mountains. How she longed to address him in the softest accents, and win him to conversation, but it was not in her power. She waited with impatience for him to speak first, and had her answer ready. One day, the youth, being separated from his companions, shouted aloud, "Who's here?" Echo replied, "Here." Narcissus, looking around but seeing no one, called



out, "Come." Echo answered, "Come." As no one came, Narcissus called again, "Why do you shun me?" Echo asked the same question. "Let us join one another," said the youth. The maid answered with all her heart in the same words, and hastened to the spot. He started back, exclaiming, "Hands off? I would rather die than you should have me." "Have me," said she, but it was all in vain. He left her, and she went to hide her blushes in the recesses of the woods. From that time forth she lived in caves and among mountain cliffs. Her form faded with grief, till, at last, all her flesh had shrunk away, her bones had changed into rocks, and there was nothing left of her but her voice. With that she is still ready to reply to any one who calls her, and always keeps up her old habit of having the last word.—*Age of Fable.*

There is something in the very shape of harps, as though they had been made by music.—*Bailey*

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THE PENNSYLVANIA STATE TEACHERS' ASSOCIATION.

MEETING AT MAUCH CHUNK: THIRTY-SIXTH ANNUAL SESSION.

THE Thirty-sixth Annual Session of the Pennsylvania State Teachers' Association was opened in Concert Hall, Mauch Chunk, Carbon county, at half past ten o'clock on Tuesday morning, July 8th, 1890, with Scripture reading (1 Cor. xiii.) and prayer by Rev. B. M. NEILL, of the M. E. Church.

Two or three pieces of music were sung by the members under leadership of Prof. MARCH, of Norristown, to piano accompaniment, after which came the following

ADDRESSES OF WELCOME.

The first address was by Prof. E. M. HYDE, Ph. D., of Lehigh University, as follows:

Ladies and Gentlemen, Members of the State Teachers' Association of Pennsylvania: It is indeed a pleasant office which I have to perform this morning, to give you a hearty welcome to this region of our State where nature has reared such magnificent monuments of her skill. On either hand the mountain barriers rise in majesty, while the rushing waters of the Lehigh in the valley fix our gaze in admiration. Or beyond, in the lovely glen, which you will no doubt visit, the mossy ravine, with its feathery falls and roaring cascades, nature will take you aside and whisper in your ear her choicest secrets. This town, too, with its busy population, contains memories which are not without their interest to educators. The home of Asa Packer holds out to every one the lesson of successful exertion in acquiring wealth and of magnificent generosity in bestowing it aright. No noble object was without his support, and his gifts to the cause of free education have never been equalled in the wide extent of our State.

It is well for the State that those to whom the supervision of education is committed, can gather thus for mutual counsel. This is an age of revolution and struggle. We are striving to reach a higher plane in work, and many an earnest soul is seeking to discover some new means to further the good cause. We realize more and more the advantage of association. A single cord may be strong, but a triple cord is stronger; not merely individual knowledge, valuable as that may be, but the united experience of all who realize the importance of this great and growing profession. This alone can bring about the wished-for result. Here in this gathering teachers can light anew the fire of their enthusiasm with a fresh coal from the altar of truth. They can seek comfort and encouragement in mutual counsel. They can feel that they, like warriors, are marching on in compact columns to gain a victory over ignorance and error. The American system of education is working out the training of our youth, and in no way more surely than through such association as this.

Just at present there is a struggle going on between rival methods, and they are being set up one against the other. Men are asked to range themselves on one side or the other. I believe that this antagonism is more imaginary than real. Education must both form and inform. In days gone by the greater stress was laid upon the latter. To-day we are thinking a great deal about the former. It is undoubtedly true that the acquiring of knowledge is not the only question. We may know thousands of facts, but if we cannot explain their significance, if their bearing is unknown to us, then they

form to us a sealed book. It is a noble thing to teach the child to think, to compare objects, to classify and analyze, to deduce laws from the observation of phenomena, to combine and recombine. This species of drill is invaluable, for through it the mind ceases to be a mere instrument for recording facts, a kind of mental phonograph cylinder which can be made to grind out its story upon demand. It becomes a living power; it speaks of things which it understands; it is enabled to exert all its faculties to their fullest extent, and wherever real talent exists it can be properly developed. What is the difference between the mind of a great statesman and the blind untrained voter? between an Edison and ordinary minds? It lies in the ability to observe phenomena and then investigate their causes, to get at the forces and means which produce results. Intense mental concentration, accurate observation and shrewd combinations are the chief elements of genius; and success must crown their efforts.

Too much cannot be said in favor of the methods of illustration founded upon inductive processes which have made learning so much pleasanter, and have smoothed the path for so many students. Illustrative methods have come to stay. But on the other hand a note of warning must be uttered. It is a good thing to explain and make clear, to interest and draw out the love of the student for his studies, but be it ever remembered all this is but little worth if it lead to superficiality. It does not need to do this if the teachers of to-day, in adopting the good points of the new, do not forget the lessons of the past. The mind of the child is naturally indolent, and will be glad to spare itself the labor of accurate study. It will prefer to play study, and may even find in this an excuse wherewith to satisfy its conscience for neglect. Now the strength of a chain is only that of its weakest part; let one link part and all is lost; a single point omitted in a geometrical problem ruins the whole. Superficiality is the danger of education to-day just as much as ever it was. Formerly men depended upon parrot-like memorizing; to-day they are in danger of forgetting that the groundwork of facts underlying each branch of knowledge must not only be understood but firmly imprinted on the memory. Examiners know only too well how prone scholars are to avoid learning definitions and rules. How many students offer themselves at college and teachers' examinations to whom the distinctions of formal grammar, the rules and formulas of mathematics, are uncertain!

But some one may ask, where does the trouble lie and how may we remedy such a state of things? I believe that the cure must be sought in two ways: First, let the different grades of our schools have a definite standard which must be attained before a scholar can be promoted. This should be determined both by recitations and frequent examinations with a final test to cover the ground of the year, so that the higher classes of our high schools may not be loaded down with boys and girls whose unfitness for the classes hampers the work of the year just begun. It would be an immense gain for our schools if the final tests for promotion could be made, not by the teachers who too often must think of individual patrons' influence, but by county examiners who with the recitation records before them as well as the examination papers could intelligently promote on the basis of real merit, irrespective of all personal considerations.

Then the personality of the individual teacher must come to the front. The grand problem is to arouse each scholar to do the best in his power. We fulfil our duty as teachers just in proportion as we succeed in inducing our young people to put forth their fullest exertions and guide them in this process of development. What does nature do for the plant? Does it add to its structure from without? Not at all. It supplies nourishment and water to aid it in putting forth bud and leaf, flower and ripe fruitage, and the true test of our methods must ever be the degree and quality of development which they produce. It is wise to employ different means to attain to these; for character, whether mental or moral, is like the splendid tapestry, woven with many threads and many colors. We lead the little child to think for itself by the easy and useful system these latter years have called into being. Then as the child's mind begins to develop mental sinew, we exact tasks that tax its powers to a higher degree, until in time the fuller manhood shows the result of our training in its varied abilities and greater achievements.

And in all our educational labors let us not forget our national tongue. In this direction we are not doing our full duty. The need for a better and more thorough English training is nowhere greater than in the State of Pennsylvania. There are any number of boys and girls in our State who are in danger of being deprived of that measure of success to which their natural gifts entitle them, merely because from the elementary schools onward, they have not been drilled as they ought to be in this most important of all studies. English grammar should be most thoroughly practiced by analytical methods, and the classics of the language should be recommended. We should take a very decided step in this direction did we follow the custom so common in German schools, and lay down courses of reading to be pursued during the vacations, demanding in the fall evidence that it has been accomplished. Lovell's, Monroe's, Cassell's, and other cheap libraries, together with the collections being made in our school districts, would furnish all that would be required.

There is no guide to correct English composition and correct speech like the writings of the great masters, those jewels of thought which "on the stretched forefinger of Time sparkle forever." A cultivated taste and a full appreciation of the beautiful and the noble in literature would not only give a better knowledge of the uses of language, but it would call out the nobler emotions and strengthen the higher nature of the young. When this was once thoroughly felt, from that time on the base and depraved would be despised, the true and pure

would be loved for its own sake. No one could rightly object to such a movement, for this reading would not be oppressive, nor would it prevent the fulfillment of other duties, but the influence of such a thing would be invaluable.

When the Spartans amid the throes of a dangerous national crisis asked their sister state for her aid, she sent in mockery a poet. But the martial songs which he wrote aroused to the utmost the enthusiasm and patriotism of the people, and with a mighty effort they won success, glory, and empire.

If a great apostle could bid his hearers look up and behold the cloud of witnesses who had left the earth, cannot we with profit read the deeds of the great and good who have passed away? How ennobling it is to peruse the tales or poems of Scott or Dickens, to study the superb prose of Macaulay, or read the simple and beautiful allegory of Pilgrim's Progress? The habit of good reading is invaluable, and this would be the outcome of such training. Good literature is the hand-maid of religion and morality. In the fabric of character which we are weaving we are employing many shuttles which carry dark and forbidding colors; let us weave in the golden thread of the noble thoughts and earnest purposes which have characterized our heroes, then the impulse towards right will be strengthened.

Again let me wish you fruitful deliberations and a joyful rest in the bosom of the Valley of the Lehigh.

The second address of welcome was delivered by LAIRD H. BARBER, Esq., of the Mauch Chunk School Board, as follows:

Ladies and Gentlemen: As a resident of the place you have selected for the thirty-sixth annual meeting of your Association, and a member of that body having more immediately in charge the direction of the system of popular education, with which I suppose most of you are connected, I have been asked to express to you the satisfaction with which we learned a year ago that Mauch Chunk had been selected as the place for this meeting, and to extend a generous welcome upon your arrival. We cannot open wide the gates at the entrance to our town without striking the rocks on the opposite side. The "narrows," as the name of the principal entrance to our town, is suggestive of the straitness of the way; and after your arrival your vision is limited to a very short range along our narrow and very crooked street—I cannot with propriety say streets, for we have only about one and a half. Our neighbors are from the very necessities of the situation, our *near-boors*. If any of you arrived during the night and upon looking out of your chamber window this morning wondered how you got here, and which direction you should have to take when you were ready to leave, your wonder was but the repetition of the experience of many who have preceded you.

If our doors are narrow and our ways cramped and crooked, we would not have you infer that our situation is the symbol of the spirit in which we receive you, nor would we have you measure our hospitality by the size of our houses. We would rather have you go to the top of Mt. Pisgah, and there behold in the wide and attractive view spread out before you the hospitality we would extend and have you enjoy during your sojourn among us.

Mauch Chunk has not been identified with any educational institutions or movements except by her gifts, generous gifts, to those at other places, but is known rather as the home of large business enterprises connected with the building and management of our railroads and the operation of numerous coal mines. Our interest, however, in all that tends to elevate and refine, and fit our people for the work in which we are interested, is not the less sincere, and your coming amongst us is hailed with pleasure because of the good that must necessarily result from the instruction we hope to receive as to the best methods of training our youth for positions of trust and usefulness.

We expect to profit by your advice and receive instruction from your teaching, and it would therefore be as far from the purpose for which I have been asked to speak as it would be presumptuous to tender any admonition in the work that engages your professional attention; but as one engaged in a profession in which we necessarily learn many of the secret springs of action in the struggle for success and advancement, I cannot refrain from urging upon you the pressing necessity for instruction in sound moral principles and their exemplification in daily life.

It is not enough that our youth shall learn that knowledge is power. This power has no moral quality. It forges ahead, ruthlessly pushing aside or crushing whatever stands in the way of progress, just as the huge locomotives that pull our long coal trains. When a man who has been honored with the highest official position the highest and most dignified legislative body in our land can bestow upon one of its members, deliberately announces that in the struggles of political parties to determine the principles that shall guide our government, and in the methods to be used in the retention of political power, those precepts graven upon stone at Mt. Sinai, that have been as a pole star in morals among civilized nations, have no place, is it not time that those engaged in the training of our youth should begin earnestly to counteract as far as possible the effect of teaching so dangerous as this, enforced by example so conspicuous?

On behalf of the good people of Mauch Chunk I extend to you all most generous and hearty welcome to our midst, and all we can furnish for your comfort or your enjoyment. We will express the hope that the beauty of our mountain scenery may contribute to the pleasure of your visit, and the pure air, fresh from the mountain top, and laden with sweet-scented odors of the woods, may refresh your bodies, tired out with your year's work just closed, and give you an appetite for the good things I know our provident landlords have laid up in store for your coming.

We even hope that you may find your stay

among us so healthful and enjoyable that we shall soon have the pleasure of repeating the welcome with which we sincerely greet you. We shall hold ourselves at all times ready to render you such services as you may command, and will endeavor as far as possible to render your visit one full of enjoyable recollections.

RESPONSES

to the addresses of welcome were made by members of the Association as announced on programme. The first was by Supt. SAMUEL HAMILTON, of Allegheny county, much as follows:

Ladies and Gentlemen: By the kindness of your Executive Committee, I have been assigned a task which I must necessarily fail to perform, for I cannot, in adequate measure at least, respond to the addresses of welcome to which we have listened this morning. The fraternal feeling, the generosity, the hospitality of that welcome, had called forth a silent response from the heart of each one present ere the speaker had taken his seat. But a good harvest is dependent on good soil as well as good seed, and the good seed scattered by the generous words of the gentlemen could never bud and grow and fructify were it not for the warm, rich heart-soil into which they have been received. And I trust the harvest during the week from this sowing will be abundant, filled with pleasure and profit to all.

As members of our honored profession, we are not to live exclusively in the realm of intellectual life. We are part of the great social world, and as such must meet its requirements. Our lives in every relation affect not only ourselves, but each other, and society in general. As individuals we draw large supplies of pleasure from the social world, and should be willing at all times to contribute to the song, the sunshine, and the poetry of life, and thus return all we cannot utilize to the source from which it came. As teachers our interests are not all in our selves, our schools, our homes; they reach out to our friends and neighbors, and often beyond the invisible boundaries of State lines. The greeting that has been accorded us this morning has a greater significance than that given to ordinary travelers or visitors. And I assure you that we walk your streets to-day, mingle with your people, and accept your cordial greeting, not as mere sight-seers and strangers, but as friends and brothers. Genuine fraternal friendship is one of the choicest fruits of human life. There is nothing more precious in the sober realm of experience. Novelists and poets have crowned love as the master passion, and given to it the seat of honor, the throne of glory, and the sceptre of power. They picture it as a rare flower, delicate in color, exquisite in beauty, and with a marvelous power which language can only suggest and never fully describe. But fraternal friendship is the golden grain of human life; it furnishes the bread which gives strength and comfort and beauty to the social world. Its supply is abundant, its harvest perennial, and its seed-time perpetual. It is the staff of social life, and the staple heart-food of organized society. Characterized by the spirit of true friendship, and recognizing to the full extent the value of pleasant, sympathetic and social intercourse, we are here to-day to meet you as friends, and to accept your greeting as that of a brother.

To-day, throughout this State, the teachers' class-room is silent, the official desk is closed, the educational editor's chair is vacant, and, weary and dust-begrimed by travel, we are here to take part in the exercises and festivities of this occasion, and to carry down to our altars a spark of the sacred fire which, I trust, shall characterize this meeting. It has been said, whether by poetry or science I know not, that "there is in the upper atmosphere a certain spot in which all the discordant sounds—the rattle of wheels, the chime of bells, the roll of the drum, the laugh of the child, and the moan of the beggar, meet and blend in perfect harmony." So we, however discordant we may be as individuals, are here to blend in perfect harmony, to receive and reciprocate as far as possible, in the spirit of fraternal regard, the generous welcome that has come to us this morning from the people of this prosperous mountain city.

It is held as a prize in the arms of two contending mountains, whose provinces are separated by the silver line of the Lehigh. The giant contests for this prize have resulted in a division of the spoils, and your city is the portion given to the one and East Mauch Chunk the share that falls to the lot of the other. You are two in name, but one in interest, one in beauty, and one in hospitality, and as such, in behalf of the sojourners who are to-day within your gates, I accept your kindly greeting. The beautiful scenery of your valley, the rugged grandeur of your mountains, and the rich verdure of your landscapes, suggest the far-famed beauty of Chamouni or the classic valley of the Rhine, rich in its crumbling castles and legendary lore. Your valley may not be the successful rival of these spots of historic beauty in the Old World, yet it is, nevertheless, a spot of marvelous grandeur and matchless beauty, with its grass-covered mountain sides, its wooded slopes, its thrifty villages and its thriving industries—a valley not rich in the crumbling castles and legendary lore of a civilization dim and old, but rich in a living present, and in everything that tends to make a free, happy and prosperous people. The beauty of this valley and the industrial prosperity of its people add another charm to the munificent welcome which is this day accorded to the pilgrim-teacher from afar.

Your mountains are rich not only in external beauty, but in their store of anthracite wealth, which goes forth with warmth and cheer for thousands of homes throughout our land. Years ago in this valley the first mine of anthracite coal in the State was operated. The product of that mine was brought to this city over the famous "Switchback" gravity railroad, and thence transferred by chutes to the Lehigh canal. From that day to this your city has

been known throughout the United States, and has been an object of great pride and interest to the people of this State. Many have enjoyed, as we enjoy to-day, the beauty of your scenery, the freshness of your air and the purity and excellence of your mountain water. Many have enjoyed as we expect to enjoy the coolness of Mt. Pisgah's breezes, and viewed from its summit a land of beauty, prosperity, and promise. All these, combined with the hearty welcome extended to us by your worthy representatives, tend to make our visit to your city a pleasant one long to be remembered.

I am not here to-day to respond to this welcome in behalf of any city, county, or section, but in behalf of the educational representatives of a great Commonwealth, whose history is the pride of its people, and whose educational prosperity has been rapid in its growth, and marvelous in the harmony and completeness of its development.

There is not one present to-day whose heart is not filled with loyal devotion to the grand old Keystone State, as he contemplates the magnitude of her industrial prosperity and the importance of her educational interests. Think of the great territorial extent of our State, sweeping over mountains and valleys, over woodland and meadow, with its splendid farms, its rich gardens, and its thrifty orchards. Think of its mines of coal, its wells of gas and oil, its beds of ore, and its quarries of limestone. Think of all these great natural resources, in the everlasting storehouses of our hills, "rock-ribbed and ancient as the sun." Think of our great manufactories with their forests of smoke-stacks, piercing the clouds and looking with an eye of fire toward heaven, reminders of our great industrial prosperity. Think of our great foundries and machine shops, where the wheels of industry never cease turning, and where the busy hum of machinery chants its anthem of labor from night to morn and from morn to night continuously. Think of our splendid commercial advantages, the State girdled in every direction by railroads with their bands of iron and steel, and each section of it held together by the liquid bands of our magnificent rivers, that bear upon their bosom the product of our mines, our farms and our mills to a dozen markets. Think of the lordly Delaware that forms our eastern boundary, as if to unite all the scattered ends of travel and commerce, forcing its way through a mountain gap of surpassing beauty; increasing in volume and utility, it sweeps out from the City of Brotherly Love as a broad avenue, laden with the exports and imports of our State, to the great commercial highway of the nations. Think of the brawn and brain necessary to operate our industries and turn our great natural resources into the commodities of life. Think of the thousands of miners, mechanics, and skilled laborers who have found a home within our borders, and of the school facilities necessary for the education of their children, and you can even then have but a faint idea of the magnitude of our industries and the importance of our educational interests.

In the name of all these, especially of our school interests, with an army of school children almost a million strong, we extend our thanks to your city for the cordial welcome with which we have been greeted.

As we stand to-day beneath the shadow of Mt. Pisgah or upon its summit of observation, and survey the school interests of our State, I am constrained to say that we are in the proudest period of our educational history. The mighty current of the teacher's influence is deeper and stronger than ever before. The rivers of intellectual life that trace their invisible courses deeply through our valleys, giving life and beauty to every part of our great social systems, are each year receiving more volume and more power from the public schools of the State. The school is more aggressive and generates more power, more purpose, and more principle than ever before. With the rapid growth of our State it is ever moving forward, taking silent and peaceful possession of new districts as they are formed, exerting its renovating influence, and making for itself the very men and material needed to accomplish its sublime purpose.

But in looking to the future into which we are so rapidly advancing, I am also constrained to say that never was there so much demanded from the leaders in educational thought as at present. If we are living in the proudest period of our educational history, we are also living in the period of greatest responsibility and grandest opportunity. All the harvests have not yet been reaped. Grand possibilities are still within reach of the thoughtful teacher.

When Napoleon had drawn up his army in front of the warlike Mamelukes, in the shadow of the ancient pyramids, he pointed to the mysterious monuments of Egypt's departed glory and said to his soldiers, "Remember, forty centuries are looking down upon you." As representatives of the educational interests of this Commonwealth to-day, we are placed upon the pyramid top of opportunity, looking down upon the future. The educational destinies of this State are within the possibilities of our grasp. Our hands are upon the throttle-valve which will regulate and control the progress of our work in the years that are to come. How important it is, then, that we seize the opportunity as it comes to us, laden with its burden of possibilities, and make the most of the occasion.

And as we assemble in this city that has accorded us such a generous greeting, let us forget that we represent cities or counties or sections, and remember only that we are sons of one great Commonwealth, with a common interest in its educational welfare; and thus in perfect harmony and mutual sympathy unite head and heart and hand in all our deliberations; that the school interests of this State may take a place in the front rank of those of the nation, and march grandly down the pathway of progress into the future, hand in hand with the great business interests of the State, and shoulder to shoulder with the advancing columns of our industrial prosperity.

Supt. E. MACKEY, of Butler, Pa., spoke as follows in response to addresses of welcome:

Some years ago a party of college boys went to search for a trout stream. On the way the party was separated. I remember that after a long, hard climb through the under-brush, over the rocks, up the steep slope, we gained the summit of the mountain ridge, and there before us we saw a lovely little valley, and gleaming through the trees, a silvery stream winding down toward the purple shadows of the gap beyond, in an open space the white of canvas, the curling smoke of a camp fire, and, best of all, the familiar forms of the other boys. That glorious landscape, that sight of friends and camp, aroused our enthusiasm to the highest pitch, but they won no expression in formal speech. The address of welcome was a yell, the response another yell, and, with swinging hats and joyous shouts, down we rushed to join our comrades in that sport dearest to boys, *Camping Out.*

So to-day, when I look out upon these magnificent views of mountain and glen, catching glimpses of the beauties of this paradise of the New World, and when I see the members of my own beloved profession rallied here together, representatives of the most vital work of our glorious commonwealth, my old boyish enthusiasm returns, and I feel prompted to repeat the boyish shouts of joy with all the spirit and warmth of the old-time greeting so hearty and sincere.

In the way of more formal greeting to you, my fellow-laborers in this most fraterual of professions, in response to your cordial and eloquent address of welcome, I feel that I can say no new thing. My friend Mr. Hamilton, in words fitting, earnest, and impressive, has expressed our gratification, our great pleasure in your generous welcome. It is mine simply to underscore what he has said, to put his speech into big print, and hand it again to you stamped, in emphatic vernacular,—"Them's my sentiments, too." What need for me to stand here endeavoring to find befitting phrase to express our sentiments upon this glad occasion? Already has hand given to hand, eye answered to eye, welcome and response more truly eloquent than aught that I can put into words. Let us then, nerved with the hearty cheer of good-fellowship, proceed to the work of this convention.

Supt. D. A. HARMAN, of Hazleton, Luzerne county, concluded the responses in the following remarks:

Owing to the lateness of the hour, I feel that it would be unwise and positively unkind for me to detain you in this terrible heat more than a few minutes, to add anything to what has been so ably said by the gentlemen who preceded me, in response to the words of welcome expressed by your representatives here this morning.

I will, however, give you an outline of what I think it would be proper to say upon this occasion, and which, I believe, has not been said by my colleagues, namely, the propriety of such a welcome.

You do not thus cease your daily vocations and gather to welcome every organization that chooses to hold its convention in your charming town, whose location and sublime surroundings have elicited such effusions of poetic thought and language from the speakers of the day. No, this is an assemblage of men and women in whom you are particularly interested, because their work reaches your homes, and the influence that they exert, to a great extent, molds the lives and characters of those nearest and dearest to you.

You have learned to class the work of the teachers with that of the pastor and the family physician, knowing that when his work is well done the moral and physical natures are so trained that the pastor's part is made much easier, and the demands for the physician's art much less frequent. In addition, the *intellectual* training of the child devolves almost exclusively upon the teacher, so that to a great extent the future welfare of the children rests largely with the school-room instruction. Inasmuch as the chief purpose of this convention is to discuss educational subjects and to devise means of perfecting the courses of instruction, it is but natural that the citizens should be intensely interested in us as a body and in our work as an Association.

But aside from these personal and more or less selfish considerations, the State Teachers' Association has claims of its own, inherent if you please, that demand recognition from the general public. Even a hasty consideration of the importance and character of our work, and the eminence attained by the leading educators of this and other lands, makes this assertion evident.

I will only hastily outline the argument by calling attention first to the growing necessity of the education of the masses, as evidenced by munificent personal gifts to universities, seminaries, etc., and by the almost universal demand for an extension of public school benefits and privileges; second, to the interest taken in the subject of education by the *thinkers* of every profession and calling in life, from the earliest ages to the present time; third, to the call by the public for thoroughly qualified teachers; fourth, to the galaxy of immortal names that have been closely identified with education; fifth, to the gradual approach of the vocation to the status of the learned professions, as seen in our special schools for the training of teachers; in the pedagogical literature, embracing as it now does thousands of volumes, and treating upon almost every phase of educa-

tional questions; in the long lists of ably-edited and widely-read teachers' journals; and in a *history* of which any profession may be proud.

In conclusion, I repeat, therefore, that you are welcoming to-day men and women who are bound to you by the strongest ties of self-interest, and who are representatives of a cause that lies especially near to the heart of every true American citizen, a work the importance and character of which are second to none save that of religion, and in which have been, and still are, engaged scholars of the highest culture, most profound thought, and sincere devotion.

We hope to prove to you in the papers and discussions provided for in the programme that we are worthy representatives of so glorious a work, and that we merit the hearty welcome that you have extended us.

After a song by Miss BERTHA WILSON, of Clearfield, several brief addresses were made by the following members:

Prof. THOS. A. SMITH, of West Chester Normal School, spoke of

THE EDUCATIONAL PENDULUM.

History records that from the time of Socrates to the present day, the order of educational progress, instead of being one continuous and unbroken progression, has been constantly oscillating, so that we have seen illustrated in this movement the truth expressed by Herbert Spencer, "The suppression of one error is commonly followed by the temporary ascendency of a contrary one."

At first these social movements were extreme, from the careful and unending study of words by Socrates to the equally energetic study of things by Bacon. And when Rousseau comes in we hear him say, "Go directly contrary to custom, and you will nearly always be right."

But educational forces have been gradually retarding this movement, and careful and widespread thought has been hewing off the rough edges of extreme expression, and now we can more nearly say of educational thought what Macaulay said of Mackintosh, "His mind oscillated, undoubtedly, but the extreme points of the oscillation were not very remote."

Still, with all the efforts of this age of adjustments, there seems to stand in the way of a perfect unison many obstacles really insurmountable. Even thoughtful men are necessarily narrow and incomplete in their vision. Each looks at his part and emphasizes with great force the thing he knows most about, and in which he takes the greatest delight. Then, too, the great mass of the educational world allows a few to do its thinking, and accepts unconditionally their expression of what is thought. This course has led to the most extravagant of expressions, and educational *maxims* with a large element of truth in them are presented to the public mind as educational *principles*. These statements, if examined comparatively, are often found to be at swords' points with each other, and we hear one educator stating as a cure-all for school room ills, "teach first the thing and then the expression of it"—but turning to another we hear with equal force, and with the hope of accomplishing equally grand results, "teach things, not words."

If these statements are sufficiently extreme to be ridiculous, they are still accepted with the same grace, and we hear one say, "Let the child learn everything by experience," and another, "Teach only that which is practically useful." In this way we might multiply examples, a few of which must suffice. "Follow nature," "Learn by doing," "Master one subject before you proceed to the next," and "Proceed from the known to the unknown," are characteristic of the great fund of extreme, or even nonsensical, expressions given to educational thought, which, if held within reasonable bounds, would result in great good. These few examples I state that I may plead with the great body of educational writers present for a reform, and my plea is simply this—in giving educational thought to the world, tell the truth, the whole truth, and nothing but the truth.

Supt. E. U. AUMILLER, of Perry county, spoke as follows in reference to

THE EMOTIONAL IN EDUCATION.

That teaching is a science has been fully established, not only in the minds of educators, but the public is beginning to demand that teachers be persons who are versed in the science and art of teaching. Mere scholastic attainment is no more considered in itself a sufficient qualification for this highly important work. Every teacher is supposed to have some knowledge of the primary elements of the science. The Normal School course, including School Management, Methods of Instruction, History of Education, and Mental Philosophy, is usually followed by teachers throughout the State. In recent years considerable attention has been given to the subject of Mental Philosophy—particularly to the Intellect and its distinct powers. The faculties are presented in their natural order, and specific instructions are given for the training and development of each one. Institute instructors have made this subject the burden of their song. Their usual custom is to separate the intellect into pieces, and to dilate upon the beauties of its anatomy, till at length we are all tired of such oft-reiterated terms as *percept*, *concept*, etc.; and while this fact of our professional training has given to teachers a clearer conception of the true nature of their work, there can be no doubt but that still more satisfactory results would follow if the *sentient* nature of the mind were more studied and better understood.

It may be said that the emotional nature is dependent upon and limited by the intellect—that the mind's capacity for emotion is regulated by the strength and development of its other faculties, and consequently, this subject is not of sufficient importance to be considered an element in teaching. On the other hand, is it not equally true that the mind's capacity for high intellectual development depends very

largely upon the strength and sensitiveness of the emotional nature? To illustrate: Let us take from Burns' poetical genius, and from Jackson's military spirit, the passionate feeling of each, and how much is left of their lives?

Certain it is that the emotional nature of a child may be developed or restrained, and no education is so nearly perfect as that which places the emotional nature in nice conformity to high intellectual attainment. It is important that the teacher should have a warm, emotional nature. An unfeeling mind lacks much of the power to communicate thought. Feelings are so easily communicated that they are hard to hide. I think this deficiency in feeling accounts for the insufficient work that is done by many teachers who are otherwise well educated. We frequently hear the expression, "He's a good scholar, but he can't impart his knowledge." Now, how can that be? There is no doubt of his ability to state facts, and when facts are stated do they not (through the process of perception) pass to the memory, and thus become the property of the pupil? Doubtless this process of teaching would work satisfactorily if the mind were constituted so as to act vigorously without the stimulating influence of the emotional nature. I hold that a dull and unfeeling person, however much he may know, should not be allowed to suppress and benumb that sentimental life which gives to youth its charm and glory.

The teacher who is quick to feel, or, in other words, who has a fair degree of human nature, possesses many advantages. Children like animation. Feeling is catching, and so is the thought that goes with it. Knowledge acquired or communicated under its influence secures a double hold upon the mind. The things we best remember have been burned into our memories. In fact, our characters are made up of the strong impressions we have received. Furthermore, the emotions speak in any tongue, without being subject to misinterpretation, and what a wonderful power of illustration they give! Shades of thought and knowledge, too subtle for words to express, are made perfectly intelligible by the aid of our feelings.

I would not have you infer that I think the teacher should be distempered or passionate, but I insist that he must have a warm emotional nature. He must be able to deftly touch the sympathetic and responsive chords of the child life, so that with the practical and stern may be developed the poetic, the sublime, the chivalric, and the beautiful.

Prof. JAMES M. COUGHLIN, of Kingston, Luzerne county, spoke as follows on

THE WORK OF TO-DAY.

In the earlier history of this Association, its principal work was to take the lead in proposing and advocating needed legislation; and we know how well that work was done. Many of those workers have fallen by the way; only a few are left with us, and they have whitening hair. It may be well for us younger men to ask, What is *our* work? what should be our leading idea, our central purpose?—so that effort may be properly directed and concentrated, and that we may leave to our successors an unbroken record of faithful work.

Perhaps the work of the fathers has made attention to legislation less important than that upbuilding of public sentiment which makes it possible to enforce good laws when enacted. Within our lines, more thought and work are needed to plant deep throughout our country the truth that education for every child is a public necessity. This is not by any means universally understood—many people yet look upon public schools as a pauper system, a public charity; these need to be shown that we must educate all for our own sake and that of our children—for the perpetuity of free government. This one lesson taught thoroughly to all the people of the Commonwealth would give our work a powerful impulse.

Again, many have the notion that in sending children to school to get an education, they are simply to *receive* something—to slide into it, or have it poured into them, like the child who when asked why he did not know his lesson, said "The teacher didn't teach me." Parents want instruction in the meaning of the word *learn*—that the children are to *do* something, and that learning to do is one of the highest results of education. Too many people are satisfied with nothing less, and require nothing more, than the storage of a certain quantity of facts in the memory, regardless of development of power.

We need to steer away from too close attention to the money value, the direct dollar-and-cent result of education. That public education should prepare for practical life is right and just—but there is more of life than the practical, and education must not neglect this either. An old friend visiting schools with me often said to the children, "If I could choose whether to give each of you at twenty-one $2000 in gold or a good education, I should choose the education every time." The children wondered—the sum seemed immense to them—but he explained that the $2000 was subject to loss by fire, flood, thieves, and was dangerous to carry about; while the education was liable to none of these disadvantages, and was always present and available. How many people realize that, and are ready to act upon it by preferring education to money for their children?

Its value being admitted, we need to arrive at some agreement as to what constitutes a good education. When you want to build a house, you first have a clear picture of it in your mind; but we educators find it difficult to make such a picture of the proposed educational edifice. Some think that to be educated one must know something of everything: but experience teaches that such an attempt spreads one out too thin—the circle of knowledge has grown too wide. We need not so much quantity as thoroughness—to know *well* what we learn. Edison is not renowned in general science, but he *knows* electricity. Let us then do thorough work within possible limits, leaving the universe open to the specialist.

In conclusion, we need in these days of knowledge made easy, to impress the truth that permanent and valuable results, to ourselves and the world, are only attained by honest, faithful, persistent *work*. Educational methods are to facilitate work, not to supersede it. Let each of us do our work, and one day we shall know that the things for which we worked the hardest are the brightest jewels in the crown of eternity.

At the close of these remarks, the Association adjourned to 2 p. m.

TUESDAY AFTERNOON.

SEVERAL pieces of music were sung under direction of Prof. MARCH, after which the Vice-President took the chair and introduced President MCNEAL, who proceeded to deliver the following inaugural address on

THE NEED OF MORAL TRAINING IN OUR SCHOOLS.

In dealing with questions relating to public morals, two extremes are to be avoided. There is a class of people who devote the chief part of their time to lauding the customs and institutions of the past and bewailing the degeneracy of the present. With them "the former times were better than these." They see on every hand evidence of speedy decay and certain destruction of our social and political institutions. Every new danger, real or imaginary, that threatens the safety of the government or the prosperity of the nation, fills them with alarm. They are sure we are on the verge of ruin, and everything is tending to destruction.

Then, there is another class who look with utter indifference upon the greatest dangers to which our government and its institutions are exposed. They admit that powerful influences are at work to subvert the liberties of the nation and destroy the happiness of the people, but see no cause for anxiety. Their security is based on the belief that our government is impregnable and our institutions imperishable. They are a class of fatalists who hold the doctrine expressed by a certain writer, that "God takes care of children, fools, and the United States."

Both of these extreme views are, in our opinion, equally erroneous. We believe the present is the grandest period of all the centuries. Our past has been a triumphant success, our present is prosperous, and our future full of promise. From the vantage-ground we now occupy, we are in position to move onward to greater triumphs and more splendid victories than have ever before been accomplished in the history of the world. Notwithstanding all this, we do not possess a charter in perpetuity to the civil and religious liberty we enjoy and the institutions under which we live. Our social, political and religious rights, together with the blessings that are their legitimate fruit, are in the nature of a trust, and may be enjoyed only so long as we are faithful stewards. If we fail to meet the conditions upon which their perpetuity depends, then will they be wrested from our hands.

While our national resources are the richest and most varied of any country in the world, our government and its institutions the most beneficent and humane that have ever been enjoyed, our people the most prosperous and happy of the nations of the earth, our responsibilities are commensurate with our privileges and blessings. Some of the chief elements of our national greatness help to render us vulnerable to the most dangerous influences that threaten the peace of society and the stability of popular government. There are influences at work to-day, which, if not counteracted, will eventually sap our national vitality, subvert our liberty and destroy our free institutions. To close our eyes to these tendencies is not only folly, but a failure on our part to perform the duties we owe to society and the government under which we live.

It is not my purpose to discuss at this time the perils arising from immigration, Mormonism, intemperance, socialism and others of like import, regarded by writers on social and political economy as the greatest that darken our horizon. I shall confine myself to the consideration of certain evils of our own fostering which, while they may seem small, are exceedingly dangerous because of their insidious character.

The careful and thoughtful observer can not fail to see, and must be willing to admit, that there does not exist to-day that genuine honesty, truthfulness and integrity that should characterize the actions of men who have their own welfare and the prosperity of the nation at heart. There is a lamentable lack of honor manifested by men of every station, rank, and calling of life. There never was a time in our history, it seems to me, when moral obligations were so lightly regarded by men as at the present.

The inordinate desire for gain, the excessive ambition to secure public position and political preferment, and the desire to live beyond their means, seems to have taken possession of many people completely and blunted their moral sense, perverted their conscience and obliterated all ideas of honor, rectitude and integrity. The number of men proof against the peculiar temptations to dishonesty and wrong-doing in the various relations of life is altogether too small. This lack of integrity is not confined to any special class of people or peculiar line of business, but prevails generally.

There is a distrust and lack of confidence in the business world that never existed before, and that has been brought about by deception, chicanery, and fraud. Officials, agents and trusted clerks appropriate to their own use the funds of others, and when no longer able to enjoy their ill-gotten gains without detection, abscond and find a safe refuge in Canada. Manufacturers and dealers misrepresent the character of the wares they sell, and require their clerks and agents to do the same. Business men and

private citizens resort to legal technicalities and various means of deception to avoid paying their debts. It is becoming common for men who are absolutely without means to enter extensively into business, and, after speculating for a time with other people's money, make an assignment in favor of a member of the family or a trusted friend, and thus realize sufficient to live upon afterward in comparative luxury. The defalcations, misappropriation of trust funds, and failures to meet business obligations with which the public press is filled to-day have unsettled society and made it distrustful of everybody. Honest men are without credit and are placed under the ban of suspicion because rogues and scoundrels so abound.

In the domain of politics there is perhaps more dishonesty and fraud practiced than in any other of the stations of trust in which men are placed. Under our republican form of government, with popular suffrage, and a different class of subordinate officials with every change in the administration of national affairs, it is not surprising that we have created and fostered a class of professional politicians, and that the spoils system has been fastened upon us.

It is not charged, by any means, that all politicians are corrupt. There is nothing in legitimate politics that need necessarily make men dishonest, or that is inconsistent with the highest standard of honor and rectitude. While this is true, it can not be denied that many of those who are engaged in the practical politics of the present day, and some who have been placed in high official positions in the State and Nation, are unscrupulous and corrupt, and do not hesitate to betray the most sacred trust for private gain and personal ambition. The giving and taking of bribes, the faithlessness of trusted officials, and the corruption and fraud practiced in the various departments of our government, are a blot upon our national fame and a constant menace to our free institutions.

Our form of government and the peculiarity of our institutions make us specially liable to many of the abuses from which we suffer. In our governmental affairs we recognize no class distinctions. Men of the humblest birth are called to fill the highest and most responsible positions within the gift of the people. In *social* life we are *theoretically* free from caste. The common plane upon which all our people move, and the principle of equality everywhere recognized by our system of government, have a tendency to remove as far as possible all social differences. People of limited means desire to enjoy not only all the comforts, but even the luxuries at the command of the rich. One form of extravagance leads to another. Earnings are absorbed and soon become inadequate to meet expenses. Embezzlement, forgery and other crimes follow. Honor is sacrificed in the vain attempt to maintain social standing.

The social and political conditions that surround us in this country to-day undoubtedly present peculiar temptations to wrong-doing; but the frequency with which public and private trusts are violated, and the paltry considerations for which men sacrifice their integrity, are proofs that a low standard of honor prevails. The most alarming feature in connection with this state of affairs is the condition of public sentiment that exists.

A man who steals the available funds of a trust institution or of a private individual by whom he is employed, is detected and exposed. Instead of hiding himself from public gaze and being ashamed to look honest men in the face, he courts interviews from newspaper correspondents, and evinces a delight in spreading before the public the means by which, through a series of years, he cheated his employers and betrayed the trust reposed in him. If criminals were ostracised by society, as they deserve to be, instead of being made heroes, there would be fewer embezzlements, forgeries and similar crimes.

To what extent are our schools responsible for the evils that exist in society, and what may they do to bring about a better state of affairs?

I am firmly of the opinion that the condition of society and the state of public morals in our country depend upon the education and training of our youth. If we wish to see manifested a greater respect for truth and a more rigid application of the principles of honesty in all the relations of life, we must see that the education of our children is of such character as will lead to these results.

Our schools are directly responsible for much of the dishonesty that prevails in society, because they permit practices on the part of pupils that are calculated to blunt their moral sense and make them an easy prev to the temptations that meet them in the social and business relations of life. The time has come when a higher standard of honor should prevail, and truthfulness, honesty, and integrity be more rigidly enforced in the work of the schools. The schools are *indirectly* responsible for the bad state of public morals, to the extent that they neglect to teach and enforce the practice of truthfulness, honor, and fair-dealing.

However unwilling we may be to admit it, there is unquestionably a great lack of thorough and systematic moral training in the schools of our country to-day. The defect is not so much in the neglect to give theoretical instruction in this important subject, as a failure to require a practical application of the precepts taught. I am sorry to say it, but the facts warrant the assertion and admonish me to make it, that there are too many teachers in our schools who do not give evidence of that honor and integrity which should characterize those who are to train the youth of our land for the duties of life.

When applicants for schools will practice fraud and deception to obtain certificates in a teachers' examination, it is not likely they will maintain a high standard of morals in the schools over which they preside.

But there are other teachers, perfectly honest themselves, who tolerate, with knowledge of the facts, acts of deception and dishonesty that are exceedingly dangerous in their tendency. Deception in ordinary recitations and cheating in examinations are a growing evil in the schools of to-day. These practices are not confined to

any special grade or class of schools, but they prevail in our public schools, academies, normal schools and colleges, and even in some of our theological seminaries. Illustrations might be multiplied to support the position we have taken, but the facts are so well known as to make it unnecessary.

The most alarming feature of this tendency is the state of public sentiment with regard to it. Pupils after having copied an entire examination will boast of it as though it were an achievement reflecting great credit upon them. How many parents and teachers there are who actually encourage these practices—not in words perhaps, but by their manner! A pupil is detected in some sharp practice or dishonest act, and instead of administering a fitting rebuke or teaching him a suitable moral lesson, the boy is led to believe he has done something of which he should be proud. If boys who grow up under such training as this do not become dishonest men, it is not because the tendency is not in that direction. These acts of deception and dishonesty, little as they may seem, dwarf the moral sense, pervert the conscience and give boys wrong ideas of obligation and duty.

As already intimated, the schools are not *wholly* responsible in this matter, but they are responsible for the influence they could and should exert in favor of a higher standard of honor and morality. Let superintendents, principals, and those who have the oversight of schools, set themselves earnestly to work to educate public sentiment in the right direction, and enforce the practice of honesty in the work of the schools. Failing to do all we can for the perfection of character, no matter how well we may train our pupils intellectually and physically, we will certainly be found wanting in the day of final reckoning.

DR. EDWARD BROOKS read the following paper on

THE NEW IN EDUCATION.

The expression most frequently heard in educational circles during the last ten or twelve years is "The New Education." Just what is meant by the term it is not easy to explain. No one, so far as I now remember, has given a formulated statement of the principles of the New Education which has received the approval of those who regard themselves as the representatives of it. The books written by the exponents of the New Education contain so little of value that differs from the views and practices of other teachers and educators, that we are no nearer a correct conception of the meaning of the term when we consult these writings.

If we examine the work of the so-called exponents of the New Education or listen to their discussions, we are still in perplexity to find a consensus of principles or methods that differentiates them from the other good teachers in the country. Here and there, of course, there are extremists who are supposed to represent the new doctrine; but they do so in such an exaggerated form that they really misrepresent it, and awaken a prejudice in the minds of thoughtful people against the system. To judge the New Education by some of these exaggerated representations of it would be to reach a very incorrect idea of its nature or value.

To some the expression, New Education, seems to be a *term of incantation*, a sort of shibboleth used to distinguish them from or indicate their superiority to their fellow teachers. Of its real meaning they have no clear idea, nor do they seem especially anxious to have. Ask them what they mean by the New Education, and they will look wise, and shrug their shoulders, and say, "Why, do not you know what it means? why, it means the new things in teaching—the New Education." The world likes to rally around words; democrat and republican, to many, are merely terms; and the words *new* and *old* in respect to education are often used by this class of teachers without any adequate conception of their meaning.

To some the expression New Education is a *term of exultation*. They pride themselves not only as being different from but as being superior to the majority of their profession. They are no better teachers than the mass, not so good as many; but they think they are; and they show their vanity by posing under the name of New Education.

To some the term New Education is simply a *delusion*. They were not well taught in their youth; they have fallen in with better methods, and are not aware that these methods have been advocated and practised for years; and thus in their ignorance of the progress of education during the last half century, they are deluded with the belief that they have just discovered that which is unknown to the great mass of intelligent teachers of the country. A college graduate accepts a position as a superintendent of schools; he has made no study of teaching, and does not know what the best teachers are doing; he reads a book or two, gets hold of a few new ideas, and lo! sets himself up as an apostle of the New Education. He is one of those deluded mortals who has been behind the age, is now trying to overtake it, and thinks he is leading it.

With some the New Education is really the *spirit of exaggeration*. They see a good thing in teaching, and forgetting that it has its limitations, they push it to an extreme that often renders it worse than worthless. Thus, seeing that good teachers began to use the spelling-book less exclusively than formerly, one says, "Burn up all the spelling-books." Noticing that wise instructors unite with the study of grammar literary exercises to cultivate the ability to use language with facility and correctness, another cries out, "Discard the grammar from the school." Seeing that objects are valuable in presenting some of the primary processes of arithmetic, a college president who has, perhaps, never taught arithmetic, says that the whole subject of arithmetic can be taught with a pint of beans.

To the majority of those who use the term New Education to distinguish their work, I believe it expresses the spirit of *a noble aspiration*.

They are dissatisfied with the results of the past, and believe there must be some better way; and are constantly reaching forward toward that which promises better results in the future. With these there is a sincere and heartfelt longing for the higher and the better, a feeling of deep unrest and wise dissatisfaction with the progress of education, and a yearning after something that will inspire the work with a new life and lift it up to a higher plane of excellence.

All these phases of what is called the New Education can be found operative in the minds of teachers; and in some minds, no doubt, several of them are blended. That these feelings and motives and exaggerations should attend educational thought and practice, is not surprising, for it is an inevitable outcome of human nature. The same thing is found in the profession of medicine, which attempts to do for the body what the profession of teaching does for the mind. There are fads and cure-alls, and patent remedies almost without number; but the great profession moves steadily forward, adopting what is good, rejecting what is bad, and co-ordinating all into a wise and judicious, if not perfect practice. And thus moves forward the great cause of education, swerving now in one direction and now in another direction, through the novelties and exaggerations of neophytes and enthusiasts, but constantly rising toward that which is broader and higher and better.

Coming a little nearer to the question What is meant by the New Education? I would say that there is nothing new in it, so far as the principles of education are concerned—not a single pedagogical principle can be stated by an exponent of the New Education that is not contained in the writings of educators who lived more than a century ago. The gifted minds who made a study of human development through the centuries saw the fundamental principles of education almost as clearly as we do to day. These principles are to be found in the writings of Plato, Aristotle, Locke, Comenius, Froebel, Pestalozzi, etc. Modern writers have expressed some of them a little more clearly, and have organized them into more practical methods than they did; but have not discovered any new laws of mental growth or development. And so I say that, so far as principles are concerned, there is nothing new in the New Education.

But yet there is a difference: what was formerly in the mind of the few is now in the mind of the many; what then was a grand idea of a gifted thinker is now an ordinary thought of a humble teacher; what then was an abstract theory of philosophy is now an actual fact, doing work in our common schools. It is the glory of our age that it is universalizing the ideas of the past, so that the common mind of to-day is throbbing with the high thought of the philosopher of yesterday. This is especially true with educational thought, and shows a progress in education which cannot be too highly emphasized and for which we cannot be too grateful.

Were I called upon to give a definition of the New Education, the best thing I could say would be that by the term New Education we mean the progressive spirit of the age with respect to education. In other words it is an embodiment of the spirit of progress in educational thought and practice that characterizes the 19th century. It will thus be seen that for any one class of teachers to label their work with the term New Education, and thus create an invidious distinction between themselves and others, is neither wise nor modest. It is far more appropriate to speak of "the new *in* education" than the New Education; and the committee have wisely so worded the subject of this discussion on their programme.

With the above statement of the meaning of the New Education, let us analyze the subject a little more closely, and see if we can ascertain just what is embraced in the reform thus named.

I. THREE PRINCIPAL STAGES OF REFORM.

Looking backward, one can see great advances made in education during the past forty or fifty years. A careful analysis of these changes indicates three great steps or stages in this educational progress. These steps are distinct in principle, and placed the work of the schools on distinctly different planes of thought and practice. In endeavoring to formulate what I mean by the New Education, I therefore divide it into three great stages, comprehensive of the entire reform.

I. The first stage of the reform was the breaking away from the memory and the appeal to the thought-power of the student. Formerly the popular idea of education was the acquisition of knowledge, and, therefore, the training of the memory. The educated man was one who knew many things, and to know was to remember. Lessons were committed and recited; and standing in the schools was determined almost entirely on a memory basis. The popular standard of intellectual strength was a strong and retentive memory; and a school examination was an exhibition not of what a pupil knew but of what he could tell.

At length a reaction took place. Teachers began to discover that a child can think as well as remember; and they commenced looking around for the thought-power of the child and for methods of awakening it into activity. The little word "why" was introduced into the recitation, and in time became a watchword in teaching. The time came when the pupil who asked for the reason of a thing was no longer repressed by frown or ferule, but even teachers began to ask these questions. Children were no longer treated as parrots or intellectual machines, but as thoughtful beings with powers of judgment and reason. Intellectual activity was aroused; the spirit of investigation was inculcated and encouraged; the memory as king of the faculties was dethroned, and the understanding of the pupil raised to the place thus made vacant. To have thus broken away from the deification of the memory and given it its proper place among the intellectual faculties is an advance in education worthy of congratulation.

As a result of this movement, or rather as an embodiment of it, there came two or three of the greatest improvements in teaching that the world has ever known. The first was that of *arithmetical analysis*, as originated by Warren Colburn about fifty years ago. Before that, arithmetic was a collection of rules without reasons, a method of calculation in which the ordinary pupil worked with about as much intelligence as a steam engine or a sewing machine. Most students never thought to inquire for the reason of a process; and if any one did so, the reply of the master that the rule says so, was the final arbiter in his work.

Arithmetical analysis flashed upon the science from the brain of Colburn and flooded our schools with light, creating the greatest revolution in methods of teaching that the world has ever seen. Arithmetic was transformed from a dry collection of mechanical processes to a thing of intelligence and beauty; and what was before a dull and repulsive routine became a pathway of pleasure, pebbled with pearls of interest and strewn with attractive flowers. The uplift of intellectual power which it gave the schools was marvellous; and this spirit of intellectual activity ran through nearly all the studies of the curriculum.

As an embodiment of the same spirit of awakened thought-power, there followed soon after a great improvement in the teaching of grammar. A new method of considering the sentence, called *grammatical analysis*, was developed. This produced a revolution in teaching grammar similar to that in teaching arithmetic. Definitions and parsing gave way to, or were supplemented by, the logical analysis of the sentence. It was seen that not merely words, but combinations of words, performed the office of parts of speech, and that there were logical relations in language that the old methods of grammar neither unfolded nor suggested.

A little later, a similar reform, on the same basis of thought power, was begun in teaching geography. Geography had been merely a fact study, appealing only to the faculty of memory. Now the causes of geographical facts began to be considered, and the details of the subject grouped together into the grand generalizations of the science. The writings of Ritter, Guyot and Maury pioneered the way; and the new method was crystallized in the so-called physical geographies of thirty or more years ago. This was a great reform in geographical teaching, kindred to those in arithmetic and grammar. Geography was no longer merely a fact study for the memory, but a thought study for the understanding. It began to appeal to the judgment and reasoning of the pupil, to those higher faculties that delight in the grasp of laws and principles.

The reform illustrated by these three branches was manifest to a greater or less extent in all the branches of a common or high school course. The art of reading was improved by a careful analysis of the selection, to find its motive and the relation of its different thought elements. Reading was no longer a mere calling of words, but a getting of the thought of the author, and the expression of that thought as if it were the reader's own production. Even penmanship, which previously had been only an imitative art, was analyzed into principles, and pupils were taught to write by an intelligent conception of these elementary forms.

A new spirit was in the air, and it gave a new impulse to the entire cause of popular education. No one teaching to-day whose educational experience does not extend backward for more than twenty years can form any conception of the magnitude of the reform or the uplift which it gave to the cause of popular education. It was a stirring of dry bones; a flashing of sunlight upon the darkness of night; a transition from the mechanical to the intellectual, from memorizing to thinking, from dull routine to interesting and inspiring mental activity that delighted in investigation and the combat with and triumph over difficulties.

This was the first great movement in the reform which we call the New Education, or the new in education. It was a reform almost entirely upon the plane of thought-power, appealing to the faculties of judgment, reasoning and generalization.

II. The second stage of the reform in education is that which appealed to the faculty of Perception. It manifested itself more particularly in what was called objective knowledge. It was seen that the teaching of the schools, though full of intellectual life, was abstract, and in many respects unpractical. They were developing thought power, but not perceptive power; they were dealing too much with the abstractions of science, and not enough with the realities of life. Culture was subjective rather than objective. Even some of the so-called thought-studies, in unskilful hands, were used to cram the memory, and thus became a delusion to both teacher and pupil.

This defect manifested itself all along the line of the different studies. Pupils could solve difficult problems in arithmetic, but were not familiar with the business methods of actual life. Students could analyze the most complex sentences in grammar, but could not write a good English sentence, or at least lacked skill in the use of the mother-tongue. They were familiar with the causes of geographical facts, but often had very inadequate ideas of the real facts themselves. Thought-studies were thus crowding out of the schools fact-studies, and even the memory was being neglected in the work of many teachers.

Then came a reaction in favor of concrete teaching. It was seen that the perceptive power of the pupil should be exercised as well as his thought power. Objects must be seen and handled, phenomena must be observed, and the facts of nature obtained fresh from the pages of the book of nature itself, rather than second-hand from the printed page of an author.

This spirit was crystallized in the so-called Object Lessons system, so popular in our schools some twenty five years ago. Lessons on objects became a hobby in American education. Leaves, flowers, minerals, color-cards,

geometrical blocks, etc., became a necessity of a public school. Many teachers grew so enthusiastic in respect to this system, and so exclusive in its use, that it became to them what in medical practice would be called a "fad." Schools rose into eminence for the emphasis which they gave to concrete instruction. The Oswego Training School was known not merely through our country, but attracted the attention of educators throughout Europe. So extreme was their use of the concrete method that it was said as a joke against the school, that they even taught moral philosophy by means of apples and potatoes.

This movement manifested itself in improved methods of teaching certain parts of all the branches. In geography, the elementary facts must be seen, and not learned from the text-book. Pupils must be taken out-doors to see in nature the fundamental forms and facts of geography. In the meadow, by the river, along the hill-side, the foundations of the science were to be laid. Geographical boxes, relief maps, sand modelling, etc., became a necessity in teaching the subject of geography. The introduction of map-drawing was in the same line of concrete and visible instruction.

In grammar the concrete method developed what is known as grammatical diagrams. The principle was that the eye should see the relations of the elements as an aid to the mind in thinking these relations. The pioneer in this system was Holbrook, after which came many others the most popular of which has been that of Reed and Kellogg.

In arithmetic this spirit of the concrete manifested itself in the use of the numeral frame, the foot-rule, the yard-stick, actual weights and measures in denominate numbers, lines, circles, and squares in teaching fractions, and still later in the use of splints and tooth-picks in presenting the fundamental rules.

Along with this spirit of the concrete and objective went also, as almost inseparable from it, the spirit of the practical. It was seen that the intellectual activity of the school was not in touch with the life of the field and the store. The boy could solve the most difficult problems in mental arithmetic, but could not find how many yards of carpet would cover the floor of his mother's parlor. The girl could analyze the most complicated sentence in grammar, but could not write an order for a barrel of flour or a receipt for the payment of a grocer's bill. A reform was needed which would bring school life into a closer connection with real life. The pupil should learn in the school that which would be of use to him after he left the school. The idea was not merely mental discipline, but discipline in the direction of bread and butter, so that the work of the school should fit the boy or girl for the work of the world. Thus, instead of so much time being spent in the study of the science of grammar, more attention was to be given to the art of composition. Skill in the use of language was regarded as of more value to the student than a knowledge of grammatical rules and principles. Such skill was to be obtained only by actual practice in using language. We learn to do by doing; we learn to talk by talking; we learn to write by writing. Thus Language Lessons became a prominent part of the school course.

The same practical spirit entered into the teaching of all the studies. In spelling, pupils were drilled mainly on the words they most frequently used. In geography unimportant details were largely dropped, and the geography of the pupil's own county, or state, or country, was emphasized. Practical business methods were introduced into arithmetic so that the pupil might not only have arithmetic power, but the ability to apply it to the actual problems of life. A new and more general interest was awakened in physiology and kindred concrete studies. More apparatus was used in teaching natural philosophy; and chemistry had to be learned in the laboratory rather than from the text-book. A new interest was developed in teaching United States history, and especially in Civil Government. The idea of the concrete and practical had its influence all along the line of public school work, and added strength and efficiency to the system.

This stage in the progress of education was also a very marked one. Only those of us who witnessed it or were associated with it can really appreciate how great was the transition, and how broad and far-reaching it was in its influence. It was a most important step forward in the introduction of what is called the new in education.

III. The third and latest stage in this reform is that which is known as Manual Training. The idea involved in it is that the hand must be taught to do, as well as the eye to see, and the mind to think. Doing is regarded as valuable in education, as well as seeing and thinking. The hand is to be trained as well as the mind. We need manual skill as well as mental skill. There should be ability to draw, to construct, to model, to mould, etc.

This idea is manifested in the establishment of manual training schools and in the introduction of industrial departments in other institutions. The use of tools is to be taught. The ability to work in wood and iron and brass is regarded as an essential part of a young person's education. Boys and girls are not properly educated until they have a practical knowledge of the use of mechanical implements; they must be able to use the saw, the hammer, the plane, the drawing knife, the screw driver, etc. Such a course is advocated for both girls and boys; but in addition, girls should learn cooking, dressmaking, housekeeping, etc.

This third stage, Manual Training, is the one that is now claiming the especial attention of the educators of the country. Its status has not yet been fully determined, and cannot be for several years. That such schools are needed in our cities and larger towns cannot be doubted; and that a training of this kind would be valuable to every boy and girl, I have long advocated. I speak with the more emphasis upon the subject because I was so fortunate as to enjoy the advantages of such a training when a boy, and therefore feel that I know whereof I

speak. But just how the scheme is to be engrafted upon our system of popular education is a question for future decision.

These three stages which I have now described embrace the most prominent features of educational development during the past fifty years. They constitute what has been called the New Education, or what may be more appropriately called the new in education. They may be characterized as the *thinking stage*, the *seeing stage*, and the *doing stage;* or as the *abstract stage*, the *concrete stage*, and the *mechanical stage*.

Along with this advance many special devices and methods have sprung up, some of which are regarded as valueless and others as useless; but devices and methods do not constitute a system of education. The New Education deals with principles; and it is the great leading principles of the reform with which we are dealing in the discussion of the question, and which we are endeavoring to formulate correctly.

In respect to the order of the development of the three stages, it will be noticed that the reform did not begin in the concrete and rise to the abstract, but conversely. The first stage was that of thought-power, from which it passed downward through sense-perception to physical doing. From skilful thinking, through accurate observation, it has descended to skilful doing; from thought-power in the abstract, through practical application of knowledge, to the acquisition of mechanical skill in the arts. While the reasons for this order are not difficult to discover, the fact itself is worthy of attention. And, moreover, though the steps in the reform have not been upward but downward, the movement when properly carried out has always been forward.

Of these three stages it is needless to inquire which is the most valuable. They are all of great value in education, and no one of them should be omitted in a complete scheme of instruction. They are not antagonistic to one another, but properly understood and co-ordinated, are mutually helpful. It is only the superficial educator, the extremist and hobbyist, who would use one to the neglect or detriment of the other. They should be united, so far as is practically possible, in a complete scheme of education. It must be remembered too that the three stages are not mutually exclusive of one another. The two lower stages do not exclude the operation of the higher stage. There must be some thinking along with the perception of objects; a comparison of forms and qualities, and a generalization from particulars. And some thought power must be used in manual training; it requires some judgment to use a saw or gimlet, or to make a "mitre" or "dowe" joint.

Of course we cannot ignore the fact that different persons place different estimates on the value of these stages. There are those who seem to think that manual training is the *ne plus ultra* of an education. Others again think that the training of the senses and the acquisition of objective and practical knowledge constitute the great end of a system of instruction. For myself, were I called upon to make my choice of one of the three stages, I would naturally take the first, for I value the development of thought power more than manual dexterity or accurate observation. Happily, however, we are not thus constrained; and the wise educator will endeavor to co-ordinate, according to the circumstances in which he is placed, the best things in all the three stages of educational reform. Each can be used to aid the other; and a broad system of education cannot afford to ignore or neglect either if it would attain to the highest results of culture and instruction.

II. PRINCIPLES OF THE NEW EDUCATION.

The introduction of these new ideas in education has not been a matter of accident or chance, but of an intelligent conception of the demands of the nature of the being to be educated. In other words, the reform is based upon a clearer and more general conception of the leading principles of education. The most important of these principles may be formulated as follows:

1. The nature of education should be determined by the nature of the mind.
2. The mind develops in a certain order or manner, and this order and manner should be followed in education.
3. The nature and order of studies, and the manner of imparting a knowledge of them, should be determined by a knowledge of the mind.
4. Education should, so far as possible, bear an intimate relation to the demands of the age and country in which the student lives, and fit him for a successful discharge of the duties of life.
5. And therefore, the three principal ends of an education are *culture*, *knowledge*, and *efficiency*.

These principles, though not exhaustive, embrace the fundamental ideas of the New Education. The basis of the reform is the consciousness that a knowledge of psychology is essential to a knowledge of the science and art of teaching; and all the new ideas of education which have been presented during the last fifty years that possess any real value are an outgrowth of this conviction. This one thought, that education is the development of the mind, and that the mind is developed according to the laws of its normal activity—this one thought put into the consciousness of the world, would of necessity produce a revolution in education.

III. APPLICATION OF THE NEW IDEAS.

The application of these new ideas resulted in the greatest educational reform that the world has ever witnessed. The contrast between educational methods to-day and forty or fifty years ago is one of the marvels of history. And yet, while this is true, it is equally true that our schools have not reaped the full benefit of the reform. The causes for this are various, and only a few of them can be named.

First, the three phases of the reform have not always been properly coördinated. Man is

naturally a hobbyist; to many persons, the latest new idea is the only good idea; anything different from this is thereby worthless. And so it has happened that many of the most ardent advocates of one phase of these reforms have ignored or condemned some other phase of the reform. The intensity of their convictions and the boldness of their utterances, two common characteristics of the man with a single idea, have engendered distrust in the minds of younger teachers of some established method of superior value, and the schools have suffered in consequence. The opposition to some of the abstract thought studies, like arithmetical analysis and grammatical analysis, by some of the enthusiastic advocates of the second stage of the reform has resulted in great injury to elementary education. To strike the study of Mental Arithmetic and English grammar from the public school, or to cut them down to the minimum so often advocated, is to strike a blow against that form of mental development which results in clearness of thought, power of concentration, and strength of will.

The teaching of these thought studies through the memory rather than through the understanding has been one of the most common and pernicious causes of failure. Young pupils would rather memorize than think; and young teachers do not always know how to call the thought power of the pupil into activity. Pupils are often allowed to commit and recite from memory the solutions in mental arithmetic written out by the teacher or some more advanced student. The grammar lesson has often been an exhibition of cram, rather than a conception of the relation of ideas and thoughts. I have known pupils to commit the demonstrations of their geometry and recite them as a school-girl sometimes recites history, word for word, and the teacher take no pains to detect or prevent it.

Another error in applying the principles of the New Education is the use of *too much oral instruction.* There is often too much talking on the part of the teacher, too much developing of subjects already clear and simple, too much repetition of the same fact or principle, until the pupil becomes surfeited and disgusted with it. When I read a description of some of these so called "developing lessons," or listen to one, I can readily understand the boy's reply to his father's question of what he was learning at school, when he said he "was learnin' what he alwuz knowed."

Another error, I think, is the tendency to *make things too easy*, so that the child is not required to put forth sufficient mental effort in the acquisition of knowledge. The self-activity of the child is ignored, its mental energy undeveloped, its will-power weakened, and as a result the child acquires the habit of expecting to be helped into knowledge. John Stuart Mill says: "A pupil from whom nothing is ever demanded which he cannot do, never does all he can." The pupil should be taught to work, to study, to learn lessons, to tug and sweat at times over difficulties until he masters them. "We grow by what we conquer" is a maxim that many of the advocates of the New Education should remember more frequently than they do. I do not agree with Pres. Eliot, and others who might be mentioned, that all difficulties should be removed from the path of the pupil. I believe in hard things as well as easy things; not in hard ways of doing easy things, but in easy ways of doing hard things.

Another error is in *not discriminating between primary methods and methods for advanced pupils.* Such a distinction, indeed, seems to have been ignored by most writers on education; but it is a distinction based on the nature of the mind. Primary instruction is more concrete; advanced instruction more abstract. Primary instruction is more inductive; advanced instruction is more deductive. The former is more reliant upon the teacher; the latter should be more self-reliant. A new word in an object-lesson must be given by the teacher; for a new word in the translation of Virgil, the student should go not to the teacher but to the lexicon.

Another error is the *tendency to magnify and glorify methods in teaching.* The mind of many of the representatives of the New Education seems to be more upon the method used than upon the mind of the pupil. The principal idea seems to be fidelity to the method adopted, rather than the development of faculty or of knowledge in the mind of the learner. If teaching before spectators, the work becomes an exhibition, not of the progress of the pupil, but of the skill of the teacher.

One other error I will name, and that is the *tendency of carrying the concrete too far.* It was seen years ago, that the mind could be aided in the study of numbers by the use of objects; and now some extremists, who do not seem to know the difference between a stick and a number, hold that all arithmetic must be taught with objects. One teacher says he would never allow a pupil to do any work in arithmetic, not even solve a problem in "long division," without having it illustrated with objects. Another teacher holds that every process in fractions must be illustrated with lines or squares or bits of paper, for in no other way can the pupil understand the subject. Another teacher, who lacks the ability to illustrate with tooth-picks that two times three are six, denies the fact, and says that two times three are only three. And still another, who cannot make the principles of numbers correspond with his operations with sticks and splints, questions the arithmetic which Newton and La Place thought to be correct, and reaches the astounding proposition that $12+4+3=15$! With such absurdities as these coming from those who set themselves up as exponents of the New Education, is it any wonder that we are often disappointed in the practical results of some of the methods which have been introduced under the supposition that they were an essential part of a new and improved system of instruction?

I am so often appealed to in reference to some of these exaggerated statements of some of the exponents of the New Education that I beg leave to present a few of them with a brief comment thereon.

1. *We can have no ideas of numbers unless we see them in connection with objects.* This statement is not only incorrect, but it shows that the author does not know the real difference between a number and a concrete object. He has never seen a thousand silver dollars together, and would not know there were a thousand if he saw them in a heap, without counting them; and yet he knows more about a thousand than he could tell in five minutes.

2. *You cannot show by objects that "2 times 3 are 6," and hence the word "times" is an absurdity and should not be used.* I think the absurdity is in the mind of the author, who does not see clearly the difference between sticks and numbers.

3. *Objects show that one number cannot contain another, and therefore "contains" in division is an absurdity.* There seems to be a lack of content, somewhere; but I judge it is that the author's mind does not seem to contain a correct idea of the subject of arithmetic.

4. *In beginning the study of Number, the operations of addition, subtraction, multiplication, division and fractions, should be taught at the same time.* I believe that a little child beginning arithmetic will find it easier and learn much faster if addition and subtraction are taught together for the first few weeks, and then multiplication and division are introduced and taught together; and subsequently the pupil be drilled on these four fundamental processes until he has mastered the elementary sums, differences, products and quotients.

5. *In the first lessons on numbers, as soon as the child has the idea of one-half, one-third, etc, he should be required to use their equivalents, 50 per cent. 33⅓ per cent., etc.* This is recommended even before the child knows a number beyond *four!* Was there anything ever more absurd? Using "fifty" and "per cent." when the child has no conception either of *fifty* or a *hundred!* Words fail me to properly characterize such violations of simple pedagogical principles.

6. *The pupil should not be required to study and commit a multiplication table.* I think the proposition is entirely false; and many teachers who have tried it are beginning to see their mistake. A pupil should first understand the meaning of a multiplication table, and how to make it; and then he should commit it to memory.

7. *The operations in fractions are only understood when they are conceived with or illustrated by visible objects.* On the contrary, I believe these processes must be conceived independently of objects or they will never be fully understood. Much valuable time may be wasted in diagramming fractions with lines and squares, as in diagramming sentences in grammar. Most of it in both cases, beyond a certain limit, is mere show work; and the mind of the pupil is not on the arithmetic or grammar, but upon the diagram.

8. *No special instruction should be given in mental arithmetic, for all the arithmetic is mental.* This is a statement of those who really do not seem to know what is meant by mental arithmetic, that it is arithmetical analysis; and whose conception of the subject is typified in such questions as "How many are 9 plus 6, divided by 5, less 2." I regard mental arithmetic as one of the most valuable studies in elementary education, and am pleased to see that good teachers are beginning to re-instate it in their schools.

9. *Never use a spelling-book in teaching orthography: burn the spelling-books.* I believe that though the spelling-book has been abused, it has a place in the public school. The flame of a burning pile of spelling books might throw a little light upon the country while they were burning, but the world would be none the brighter when the fire had gone out; and I have no doubt that if the world is ever persuaded to burn up the spelling-book, the teachers of the future will go and "glean up the scattered ashes into history's golden urn."

10. *Reading should be taught as the art of thought-getting, but never as the art of expressing thought.* Here is another exaggerated and one-sided statement that shows only a partial conception of the true method of teaching the art of reading. For the last forty or fifty years the thought element in teaching reading has been magnified, as may be seen in the methods of analysis of White, Russel, Bailey, etc. This thought-element they combined with a judicious and artistic training of voice and gesture, and the result was such orators as Edward Everett, Wendell Phillips, Henry Ward Beecher, etc., and such actors as Edward Forrest, Charlotte Cushman, Edwin Booth, etc. And now some enthusiast who has caught a glimpse of this thought-element in delivery, and has no conception of the value of the other elements, ignores them all together, and says that the only thing necessary for good reading is to understand what is read. To me, this is the utterance of a person who is carried away by the dawning of a new conception in his mind, or else is bidding for public patronage with a patented easy way of trying to do that which others have accomplished through culture and labor. I place thought-getting at the foundation of the art of reading; but I believe there must be training in the expression of thought also, if we would secure natural and effective delivery.

11. *Studies should be coördinated in instruction—many branches should be taught at the same time.* This is an excellent suggestion for some stages of primary instruction; but it is not entirely practicable in the higher departments of study. In an object-lesson we can develop ideas of form, color, number, size, weight, name, etc., and thus combine the elements of geometry, natural philosophy, arithmetic, natural history, orthoëpy, orthography, lexicology, grammar, etc.; but it is a great mistake to infer that this should be done throughout the entire course. When a pupil is studying natural philosophy, geometry, Latin, algebra, physiology, etc., he had better set apart a stated time to devote to each study, and not try to learn them all at the same time—and the teacher will find it best when the pupil is reciting a lesson in grammar or rhetoric, not to confuse his mind

with a principle of algebra, a theorem in geometry, a law in natural philosophy, or a fact in physiology or chemistry. To lay down as a general law of teaching, that the different branches of science and literature are to be taught together, is an overstatement of a principle which applies mainly to elementary instruction, and which needs very excellent judgment to properly apply it even where it is appropriate.

These are a few of the "new ideas" of education which seem to me to be injurious to the cause, and which need a word of firm protest. Some of them are false, and some of them are extreme statements of truth that require special care in their application. I have spoken of them thus particularly, because they are regarded by many as the special representatives of the methods of the New Education. Young teachers have been misled by them into the neglect of some of the most valuable phases of educational reform, and the adoption of methods that have taken the very back-bone out of their work. Popular prejudice has been aroused in many places against the new ideas, that makes the term New Education in the minds of many people synonymous with charlatanry and humbug. A noble cause has suffered and its work been marred, by an injudicious and exaggerated representation of it.

These extreme representations of the new ideas are, however, we are glad to say, exceptional—they are merely the flies on the wheel of progress—and the noble cause of education is moving forward with a grandeur of achievement that fills the heart of the thoughtful educator with pride and enthusiasm. And we can congratulate ourselves that out of the conflict of a firm and sometimes blind conservatism on the one hand, and an extreme and often visionary radicalism on the other hand, there is arising a system of practical and progressive educational thought and practice, full of life and strength and beauty.

In the absence of speakers announced to discuss the New Education, the reading of the paper of Miss Mary Rockwood, of Huntingdon, on the same subject, was deferred until Thursday.

Dr. A. E. WINSHIP, of Boston, spoke substantially as follows, on

THE SCHOOLS OF TO-MORROW.

With the thermometer far up in the nineties, any extended remarks at this time would justify the interference of the Society for the Prevention of Cruelty to Human Beings; so I shall say but a very few words.

It is not worth while to quarrel about names, whether "old" or "new." The world, and especially our America, is advancing; unless we too step into the forefront, with better schools and better teaching than those of twenty years ago, we shall be left behind in the race. And unless the work of to-morrow is better than that of to-day, the future must pay the penalty of our neglect.

The America of to-day is not that of ten years ago—every decade the census helps us to some facts bearing on our growth and progress. The work of this year has not yet been compiled; but the last one showed an increase of business in the clearing-houses of 58 per cent. in ten years; and an increase in wealth greater than the entire wealth of the country forty years ago, and greater than the entire wealth of any nation on the globe save four.

What is true along that line is true elsewhere. While in the hills and valleys of New England and Pennsylvania we plow and harrow and sow much as our fathers did, in the great Northwest and on the Pacific slope all is changed—the steam-engine plows, harrows and sows acres in a single day, and in the fall other machines cut and reap and bind and thresh and fill the bags and sew them up and toss them aside ready for market. Why, one man in Tulare county, California, raised grain enough, after keeping his seed, to ship to London food for a thousand men for a year—with only his hands and his machines. So we have reached the age when literally one shall feed a thousand. Another man over there bought land in Madura county to raise oranges—they would not come; he tried grapes—no success. Perhaps he was a Bostonian, for he next tried beans. The first crop would have bankrupted him to pay for pulling the pods and getting out the beans in the old way; so he pulled up the vines, laid them in a sort of circus ring, and threshed them out by driving the horses over them. Planting again, there were not horses enough to thresh them out, so a machine was invented that got out 75 tons a day. I do not know what will happen if the next crop distances the machines!

If these things are true agriculturally and commercially, what is to be done educationally? We only do things when we must—and now the emergency is upon us, and unless we frame the proper devices to meet it, our systems will go by the board. Among those who are or claim to be trying to rise to the occasion, are those who make so much noise about the "New Education." I am disposed to look with a good deal of suspicion upon much that passes under that name, since many have used it as an easy means of getting a large share of cheap notoriety out of a very small capital. [Laughter.] That sort of thing is calculated rather to turn the tide of progress backward, and we should set our faces against it. Results worth having are not obtained without

work—marvellons things are not produced out of nothing.

We are reconstructing some of our standards. In the times of our fathers, the test of a school was the fame of its distinguished graduates. If an academy had sent out two or three great men, its reputation was made; and so of other schools and teachers—they pointed to their best product, their educational galaxy, as their evidence of merit. We have learned something since then: what we look to is the average product, and we ask—what can you do for the average pupil? But the schools of to-morrow must and will go to the root of the matter, and ask, What can we do for the bottom stratum?—and according as that question is answered the school will be graded. The average is not the test: the upper half may be very good, and leave a third or a fourth in bad shape at the bottom, and still show a fair average. The only lift that will satisfy permanently must lift *all*, and the test for that is at the bottom.

You say, Here is work cut out for us, to be sure; can we do it, and how? I believe we can. First, we must *all pull together*. There is room in this educational movement for all who are willing to work. One thing must be observed—that the work in every grade be so ordered as to prepare for what is to come after. I remember a friend who raised a fine lot of quince trees—they bloomed beautifully, but bore no fruit; an expert was consulted, who said, "You fertilized enough for bloom, but not enough for quinces." Some of what is called education is done in that way—it fertilizes for flowers, for that which can be "shown off" at examination or exhibition, but the fruit fails. The test of kindergarten work cannot be made there—it is found in the primary school; the test of the primary school is in the grammar grade; and so on upward. This is not generally understood, and when you try to apply it, some teachers give you blank looks; but the schools of to-morrow must see that the work in each grade is focussed upon that of the one next above.

It is plain that by such a plan we should get the best mental work, and the best development for all the purposes of life—in the home, in the shop, in the church, in the state. It is simple and systematic. Children up to seven years fall into one general class—from seven to twelve, into another—the same work is addressed to all, whatever their future is to be. England has been humiliated in some of her school results, because she starts, at the very beginning, some along one line, the mechanical; others commercial or professional. Any nation that is content with such a system, will reap the same result—humiliation. In America we want one scheme—one training—such a training as shall make the mind elastic and give it fibre. Later on comes the individualizing, the specialization; the general must come first.

But to get the results that will be demanded of the schools of to-morrow means work—the best use of every hour of every day of every school year; not only in cultivating the surface, but subsoiling. To do all this we must have Americanized science, art, skill. I see Prof. Clark is to talk to you to-morrow on Form Study: That is good. Do not forget in all your work that we must get at the mind behind the process—that the process is the means of training the mind behind the eye, the ear, the hand—and therefore we want those processes in which there is most training. Suppose this had been fully recognized and applied twenty, even ten years ago, and the graduates thoroughly trained and prepared on only the best things they had then—where should we be now? So we want, for the schools of to-morrow, teachers with power of adaptation.

Upon us teachers, as much or more than any other class, rests the responsibility for the manhood and womanhood of to-morrow. Into our hands come the children of the whole people, like unbroken colts, to be trained and fitted for the work of life, in a nation of immense possibilities and threatened by corresponding dangers. We glance again at the census, and find in 1850 only 270 criminals to a million of population, while in 1880 there were 1170 to a million. Who is to meet and stay this wave of crime, if not the school and the church? In view of this great responsibility, let us try to make the best of the schools of to-day, that the boys and girls who go out from our hands may be the better fitted to teach and decide what shall be taught in the schools of to-morrow. [Applause.]

AMENDING THE CONSTITUTION.

Dr. R. K. Buehrle, of Lancaster city, gave notice of an amendment to the Constitution, striking out of Article II. on membership the words "and friends of education," the effect being to limit membership in the Association to "teachers and school officers" only. Action on the amendment was postponed to Thursday.

GREETING FROM MARYLAND.

The following telegram was received from

the State Teachers' Association of Maryland:

BAY RIDGE, Md., July 7, 1890.

The Pennsylvania State Teachers' Association, Mauch Chunk:

The Maryland Teachers' Association sends fraternal greetings, with best wishes for pleasant and profitable sessions.

WM. H. DASHIELL, *President.*

On motion, the Secretary was instructed to forward a suitable reply, which was done.

Association adjourned to 8 p. m.

TUESDAY EVENING.

THE Chair appointed the Auditing Committee, consisting of Prof. James M. Coughlin, Supts. J. W. Snoke and Miss Ella Herrick.

Miss SARA B. BARBER, of Palatinate College, read a paper, of which an abstract follows, on

ÆSTHETIC GYMNASTICS.

"Be ye perfect" is applicable to the physical as well as the spiritual nature. God never furnishes a body too small for the soul. Oh, no! He intends it to be the plastic medium of the soul, and we approach the fulfillment of His design only when we educate it to become that medium through which the light of the soul can shine undimmed.

Ours is a triune nature, consisting of the spiritual, the mental, and the physical. The spiritual, which is the ideal—the God-given nature; the mental, which is the source of untold delight; and the physical, which is the casket containing the spiritual and mental. Dare we discard or deform the casket when it contains an immortal treasure? The union between the material and spiritual is so subtle that it is an undisputed fact that the body can and does trammel the soul. Every time the school boy appears upon the platform we have new proof of this fact.

Under these conditions the timely question for every teacher in the land should be this, How can we free ourselves and pupils from the bondage of self? There is but one way, and that is by returning to the child-like simplicity of nature, a state of restful passivity. Delsarte taught that the first step in the subjugation of the body, preparatory to its proper development, is a perfect relaxing of all the muscles, for the accomplishment of which we practice Relaxing Exercises. After the body has been relaxed, active power is introduced. In practicing Energizing Exercises we are only following nature. These exercises are designed to economize muscular energy, thus gaining power from control and not exertion. Rhythm is economy of force, hence to exercise easily and profitably we must exercise rhythmically. Scientists agree that slow, rhythmic, curving movements produce symmetrical physical development. These are antagonistic to the jerking, angular and pugilistic gymnastics. The violent jerking movements have been so much taught and practiced that they have come to be accepted as the correct mode of developing the physical being. It is a difficult matter to educate public sentiment, but with the strong right hand of science we are slowly returning to the standard of the ancient Greeks. Æsthetic gymnastics formed an important element in the education of the Greek youth, who attained physical beauty by systematic, simple and light gymnastics.

The Greeks understood and obeyed the law of equilibrium, Poses of the body in which the line of gravity is not quite direct, are unnatural and awkward. The normal form will have the curves of the line of beauty. The "Delsarte System" is founded upon the law of correspondence, that is, every expression of the face, every gesture, every posture of the body, is but the outward expression of an inner condition of the mind. It is the combination of art and nature that produces perfection. Both form and essence should have beauty. Development of soul power is vouchsafed to every human being who strives for it in accordance with his Creator's will, and in harmony with this development should be the faithful endeavor to outwardly express all spiritual gifts with courtesy and grace—that is, the law of balance requires the outer correspondence of an inner poise. There is a moral force in manners. They are reflex, and certainly influence character.

We begin with the practical and press toward idealism. The true teacher should be educated to look upon the pupil as an immortal spirit enveloped in matter, and daily to endeavor by the practice of systematic, scientific, æsthetic gymnastics not only to strengthen and develop the physical, but to apply principles of taste and harmony, grace, beauty and truth, in such a way that the untrammeled soul of the pupil will be free to outwardly express all that is most pleasing and beautiful within.

At the close of the paper, the lady gave an illustration of the Del Sarte system, in a series of movements in time to music.

After a solo by Miss Wilson, and recita-

tions by Miss Mary H. Kelly, of Reading, and Prof. A. K. Gregory, of Philadelphia, Dr. JAS. HEDLEY, of Cleveland, lectured on

HEROES AND HEROISM.

In the mythology of ancient peoples we find everywhere delineated a race of beings, sometimes with divine father and human mother, called demigods or heroes. They stand apart from and above ordinary humanity in that they are unselfish—their command of themselves and of their surroundings is gained and exercised, not for their own aggrandizement, but for their fellows. Self-elected, they bend their superhuman strength to the uplifting of all. The character is not only mythical—here and there arises a man whose life is devoted to others, in unselfish love. One such we know who lived for 90 years, and when he went home every one who knew him heard of it with moistened eye and trembling lip, while his old servant died of grief at his loss—his name was Peter Cooper.

The true hero is not only fearless of danger, but also passively brave. He never flinches in devotion to a great cause. There is nothing heroic in a man who is always looking out for "the main chance"—nor in the man who is all words, a sort of dictionary on legs—by deeds alone do men measure heroism. There are those who, like Carlyle, can write well about heroism, but are never heroic. Goethe, with all his genius, was a trifler—a sort of emotional surgeon.

We do not look for our heroines among the shams and dissipation of society. The society queen, with her train of admiring dudes, is not heroic. But yonder in the bare tenement room, where the battle with starvation and infamy is being fought with a little needle, there you shall find God's heroine.

Any definition of heroism that leaves out unselfish devotion to truth and right, must be insufficient and unsatisfactory. Heroism includes love, hope, help—as illustrated by the lives of Grace Darling, John Howard, Florence Nightingale, and others of their spirit.

Great occasions bring to the front heroic souls. A boy in a humble home—his only education two terms in a country school—his library Pilgrim's Progress, the Constitution of the United States and his mother's Bible—earning his living in a flat-boat and like labor—by and by we see him coming into public notice, always striking his blows on the right side, the apostle of human freedom—called to the helm of the ship of state when the tears of a down-trodden people were recompensed in a rain of blood—carrying to a successful issue the principles of his unselfish life, but stricken down in the moment of triumph—such was God's hero, Abraham Lincoln.

Religious heroism is not founded in the fear of hell: that is the coward's religion, simply negative. The heroic soul must have a strong, positive righteousness. And this is not developed along the line of any particular creed. I believe in having a creed, but we are not so constituted that we can all have the same one. Religious heroism is not remarkable for noise, or excessive emotional experiences, but for faithful love and a clear conscience. The truly converted man pays Smith the $10 he owes him. Like the colored gentleman who said if the Lord told him to jump through a wall, he was not responsible for getting through, but only for jumping, the religious hero does *his* part and leaves the result with God. There is no higher measure of heroism than steadfast performance of duty. The Roman sentinel at Pompeii, standing at his post while the hot ashes piled about him, after 1800 years was brought to light and immortal fame. Not all our heroes meet such recognition: all around us, in humble spheres, they live and die, unknown to men—but God marks them all.

The true hero is modest; he does not strut and pose for the admiration of the world; he is too busy, too earnest, to think whether he is noticed or not. To do his work well—to be helpful to his fellows—to leave the world better than he found it—this is his worthy ambition. You need not look for heroes and heroines in a modern ball-room, where the empty-headed devotees of fashion go jigging around to the sound of a fiddle; that is not the place for splendid manhood or womanhood.

Heroism manifests itself now and then in business life, and nowhere is it more needed. Brassey made an agreement to build an aqueduct for a stated price, and afterwards found that the cost would be so much greater as to bankrupt him; friends advised the insolvent court; Brassey refused; they said, "You will be ruined;" he replied, "I'll keep my word;" and he did, to the letter.

The truest heroism is often manifested in the daily life of the home—in the gracious manhood and womanhood that bears the little daily trials with patient cheerfulness, and sets the children an example of unselfish

love and devotion that will bear fruit in future generations.

And now, having proved by the patient endurance of this audience that they are not wanting in the stuff of which heroes are made, I bid you good-night.

Association adjourned to 9 a. m.

WEDNESDAY MORNING.

MEMORIAL Services in commemoration of the late State Superintendent, Dr. E. E. HIGBEE, were the order for this morning. The devotional exercises were led by Rev. M. A. Tolman, Rector of St. Mark's P. E. Church, who read the following most appropriate Scripture selection from the 44th chapter of Ecclesiasticus:

Let us now praise famous men, and our fathers that begat us.

The Lord hath wrought great glory by them through his great power from the beginning.

Such as did bear rule in their kingdoms, men renowned for their power, giving counsel by their understanding, and declaring prophecies:

Leaders of the people by their counsels, and by their knowledge of learning meet for the people, wise and eloquent in their instructions:

Such as found out musical tunes, and recited verses in writing:

Rich men furnished with ability, living peaceably in their habitations:

All these were honored in their generations, and were the glory of their times.

There be of them that have left a name behind them, that their praises might be reported.

And some there be which have no memorial; who are perished, as though they had never been born; and their children after them.

But these were merciful men, whose righteousness hath not been forgotten.

With their seed shall continually remain a good inheritance, and their children are within the covenant.

Their seed standeth fast, and their children for their sakes.

Their seed shall remain forever, and their glory shall not be blotted out.

Their bodies are buried in peace; but their name liveth forever more.

The people will tell of their wisdom, and the congregation will show forth their praise.

The President announced that ex-Governor Hoyt had been prevented by sickness in his family from preparing the Memorial Address, which duty had therefore been assigned to State Superintendent D. J. WALLER, Jr., who spoke as follows:

MEMORIAL ADDRESS.

The President of this Association at its last annual meeting, Elnathan Elisha Higbee, D. D., LL D., Superintendent of Public Instruction, was taken from this life December 13th, 1889.

Though the state of his health did not permit him to preside for any considerable time over the daily sessions at Altoona, it was the strong hope of his friends that the summer vacation, and the assurance of the high esteem with which he was regarded throughout the State, would enable him to recover a large measure of that vigor that was his by inheritance. He entered upon the Institute work in the fall with his usual devotion. It proved to be too much, and those closely associated with him saw that he was daily growing feebler. At Mifflintown, on Tuesday, December 10th, nature gave way; and on Friday, December 13th, he passed peacefully from earth, from the home of his son-in-law, Prof. Geo. F. Mull, in Lancaster. After impressive funeral services in the First Reformed church of Lancaster, his remains were deposited in the cemetery of his beloved Emmittsburg in Maryland.

Dr. Higbee was born, says his brother-in-law, the Rev. Dr. George W. Aughinbaugh, to whose sketch in *The Pennsylvania School Journal* we are indebted for many of the following facts, in Vermont, about six miles from Burlington, on March 27th, 1830. Vermont has laid education in Pennsylvania under lasting obligations. She gave us that champion of equal rights who, at a crisis in our educational history, prevented the repeal of the school law and preserved the system of public instruction to this State, Thaddeus Stevens. Without him we know not how many years we would now be behind our present position. To Vermont also are we indebted for him whom we commemorate to-day.

Dr. Higbee was the youngest of a family of six sons and two daughters, six of whom survive him. His father was a noble specimen of New England manhood. He was at one time a member of the Legislature, and was possessed of a homestead that was "quite an imposing farmhouse in its day, very eligibly situated on a gentle rise some distance from the highway, and handsomely set off by its broad natural lawns." Here Elnathan is believed to have been born, and to have passed an uneventful childhood.

If he spent four years in college he must have entered at the age of fifteen, for he graduated with honor from the University of Vermont in 1849. As a boy he was full of energy and excelled in all out-door sports. "He was a natural born athlete." Though only sixteen when he taught his

first school, he easily outstripped the most active and stalwart of his boys. "He could run faster, jump higher, knock a ball or kick a foot ball further, than any of the rest. As a skater he was fleet as the wind, and as alert, nimble, and agile as seems possible to any master of the art." He was consequently a hero to his pupils on the play-ground. In the school room his brilliant intellectual powers, and his tact in management, made him no less an object of admiration. It is said that while he was a martinet in school discipline, he was seldom known to resort to other measures than those of moral suasion. It is not the least remarkable fact in this sketch, that the attempt to portray the boy results thus in the view of a school teacher.

After graduating from the University of Vermont, young Higbee was induced to take charge, for a year, of the mathematical and classical departments of a select school conducted by his brother-in-law, Dr. Aughinbaugh, in Emmittsburg, Maryland. While teaching he began the study of the law, with the purpose of practising in Vermont.

It was at this time that he made a public profession of his faith in Christ. After a year as a private tutor in Emmittsburg, he entered the Theological Seminary of the Reformed Church at Mercersburg, then including Drs. Nevin and Schaff in its faculty. Upon the completion of his seminary course he became teacher of mathematics in the High School of Lancaster. In 1854, five years after his graduation from the University, he was licensed to preach the gospel by the Maryland Classis of the Reformed Church. His first field of ministerial labor was in the Congregational Church of Bethel, Vt. After laboring there a few years, he returned to Emmittsburg as a supply to the Reformed Church, but soon became pastor of the First Reformed Church of Tiffin, Ohio. Here he was elected professor of Latin and Greek in Heidelberg College. Grace Reformed Church, Pittsburg, next enjoyed his ministrations for a few years, whence he was called, in 1864, to the chair of Church History and New Testament Exegesis, occupied by Dr. Philip Schaff, in the Theological Seminary at Mercersburg, where he had graduated. "Here," says Professor Kerschner, "eight delightful years of my friend's life passed away."

When in 1871 the Seminary was removed to Lancaster, Dr. Higbee resigned the chair he had so ably and acceptably filled, and became President of Mercersburg College, holding the position until 1880. His pastoral labors covered a period of ten years. The sixteen years following of educational work at Mercersburg, spent so quietly that the world knew little of him who labored there, were, like those of Moses in Horeb, years of quiet preparation made unwittingly for a wide field of great activity. There in the chair of Church History and New Testament Exegesis he made the acquaintance of the great theologians, ecclesiastics, and statesmen of past ages, for to him these men lived again; and in their companionship his wonderful mind found congenial spirits and converse upon highest themes in state-craft and religion.

As President of Mercersburg College he passed from the contemplative to the active sphere, from the legislative and judicial habit to the executive. Dr. Kerschner says of that period: "His labors were vastly increased; his anxieties were endless; his remuneration was smaller; the discipline of the college, no light burden when faithfully discharged, rested mainly upon him; he was a committee of ways and means where such seemed not to exist; his duties were often harassing, always incessant." During this time he taught classes in Psychology, Logic, Æsthetics, Ethics and the History of Philosophy, and gave special attention to the Philosophy of History and the Theory of Education. "But the chapel was the scene of Dr. Higbee's severest labors, of his dearest joys, and of his noblest spiritual victories."

Thus was he prepared to cope with men and grasp the issues presented in his brilliant though short administration of the Department of Public Instruction, which he began in his fifty-first year. This Association knew him as the head of the Department of Public Instruction, as a scholar, and as a man. Dr. Higbee was appointed by Governor Hoyt to take charge of this Department at a time when peculiar talents were needed. Burrowes and Hickok and others had devised the system, wonderful in its adaptation to the diverse conditions of the several parts of the State, in its balance of centralization with local control; and Wickersham with singular executive ability had compacted it. What the State needed was to be aroused to employ the means at hand. To this task Dr. Higbee applied himself. He personally inspected the State from end to end. He penetrated the remotest corners, and sometimes spent weeks with superintendents, holding meetings night after night in country districts.

By his scholarly presence and wise counsels, by his self-sacrificing spirit and consuming zeal, in cities, in boroughs, and in whole counties, he aroused and directed the energies of school officers and of the public. He was not a worshipper of system. System with him was not an end but a means. He deeply impressed upon his hearers that the children were not for the schools, but the schools for the children. He always insisted upon regard for the individual while dealing with masses of children. He demanded for each child the building, the grounds, the appliances, and the teachers, that were needed to develop the physical, intellectual, moral, religious, and æsthetic nature of the child.

How well he did this work let the result show. Never before was there in Pennsylvania a more wide-spread, earnest, substantial support of public instruction than there is to-day. School houses have been transformed. Instead of being the shame, they are now often the pride of the community. It has become the rule in cities and boroughs that the school houses are among the largest and most elegant buildings. The expenditures upon school property were one million dollars in 1881, and in 1889 two millions, an increase of one hundred per cent. The amount devoted to public instruction increased from $7,300,000 in 1881, to $12,000,000 in 1889, an increase of over sixty per cent. The aid granted by the Legislature, in the State appropriation, increased one hundred per cent. Teachers were encouraged to attend the County Institute by receiving pay for their time spent there; uniformity in the school month was effected throughout the State; and twenty per cent. was added to the length of the school year.

Another service rendered by Superintendent Higbee was that of allaying the antagonism between those engaged in collegiate or academic teaching and those in the public schools; though he did not succeed in realizing his hope of uniting these in one organic system.

But the memory that is strongest, clearest, and dearest to-day is that of the scholarly man. It is said that Leibnitz was the last man to compass the learning of his own times. The several departments have since grown to such proportions that no one can hope to master some single ones, much less all. It is unusual to find one with a taste or talents for more than one or two. But Dr. Schaeffer has tersely described his scholarly attainments as follows: "His scholarship was accurate and varied. He was a linguist, a mathematician, a scientist, a poet, a historian, a philosopher and a theologian, all combined in one." From these diverse regions of thought the flora seemed to him equally familiar. Perhaps the range of his thought cannot be better expressed than by calling attention to the fact that while eminent as a mathematician, some of his hymns, already in the hymn books, will perpetuate his name as a poet.

But even this brilliancy of his scholarship is to-day only an accessory, not the central feature in our memories. It is the man we remember. There is scarcely an attractive trait of manhood that was not strong in him. Wonderful in intellect yet guileless, courageous yet tender and child-like, determined yet unselfish, untiring in labor yet always with leisure for others, the eulogy upon Brutus is far more appropriate to him:

His life was gentle; and the elements
So mixed in him that Nature might stand up
And say to all the world, "This was a man!"

We are left in no uncertainty as to the spirit that inspired him. The ideal ever before him was no other than Jesus of Nazareth; and this fact is beautifully expressed by him in the following hymn, already in the hymn-books of the Christian Church:

Jesus, o'er the grave victorious,
  Conquering death and conquering hell,
Reign Thou in Thy might all glorious,
  Heaven and earth Thy triumph swell.
Saints in Thee approach the Father
  Asking in Thy name alone;
He in Thee, with love increasing,
  Gives and glorifies the Son.

Down to earth in all its darkness
  From the Father Thou didst come:
Seeking sinners in their blindness,
  Calling earth's poor exiles home;
By a life of love and labor
  Doing all the Father's will;
Giving to each suppliant sufferer
  Precious balm for every ill.

Patient ever in well-doing,
  Moving on in steps of blood,
Through the grave to heights of glory,
  Reconciling us with God.
Here in Thee is peace forever;
  We can tribulation bear,
Kiss Thy cross, with rapture knowing
  Thou hast conquered suffering there.

Deputy Supt. HENRY HOUCK said that, while his preference would be to keep silence on this solemn occasion, he could not refuse to say a word when called upon, in memory

of the distinguished leader we have lost. Dr. Higbee was a man who was admired and loved by all who knew him. Perhaps nowhere in this country was there a State Superintendent who was his equal in scholarship. He had served with him for nearly nine years, and could not have known him better had they been companions from childhood. They had traveled together, roomed together, worked together, all over the Commonwealth. Not only was he a prince upon the platform, but on the social side—everywhere he went his fine social qualities made him friends.

Of him, if of any man, it may be said, he died with the harness on. He could not be induced to take the rest that we all saw he needed, and his dying hand was on the rudder of the ship. Once at Pittsburgh, when he had just returned from California, on a hot June evening, he heard the bell of Grace church sound for evening service. "There's my bell," he said, "we must go!"—and we went. It was easy to judge the man as you saw the people gather round him. The young minister insisted on his preaching, and would take no denial; and there, without preparation, he made one of the most eloquent addresses I have ever heard. That was the first time I heard him speak: the last time was at Norristown, where he addressed a large audience in the opera house. There are others here who heard that eloquent plea for the cause dear to his heart—the proper care of the child at home and at school. Afterwards he spoke to the Directors on the proper use of the enlarged State appropriation—in compensating the hard-working teachers. What a scholar he was! He would talk Shakespeare by the hour—he read Greek and Latin as we read the newspaper—mathematics, music, everywhere—no subject came up for discussion that was not illuminated and adorned by his splendid scholarship.

But, after all, it is as a friend we feel our loss most deeply. Every one he met, from the learned doctor to the poor teacher in a little mountain school, received the same warm grasp of the hand that told us his warm heart was in the common work. All over the State he went, pleading for larger appropriation and longer term; and in both he was successful, largely by his personal power. It was hard to realize when we participated in his funeral service, that we should see his face in this life no more. But Dr. Higbee is not dead—even here his life goes on in the influence exerted by his virtues; and we know it shall bloom in immortality beyond the grave. At rest after untold troubles and trials patiently and cheerfully borne, well might we sing,

> "Asleep in Jesus—blessed sleep!
> From which none ever wake to weep:
> A calm and undisturbed repose,
> Unbroken by the last of foes."

Dr. EDWARD BROOKS said that he had not expected to speak, and had therefore not made the special preparation that would have been fitting for so impressive and touching an occasion. Ten years ago, the name of Dr. Higbee was not known in Pennsylvania, outside his personal and theological circle: to-day, and for the last few months, no name has been more frequently heard in this Commonwealth. And his fame has gone forth into educational circles throughout the land; at St. Paul, where the National Association has brought together 15,000 teachers, the representatives of our highest thought took leading parts in the memorial service, and eulogized their departed friend. How do we account for this impressive, almost marvelous fact? The paper has well answered the question, in its delineation of the fine social, intellectual, and spiritual qualities of the man. His death, and these commemorative observances, are to me doubly touching, since I regard him as a martyr in a double sense; first, because he gave himself unreservedly, unstintingly, to his work, unheeding the need of rest and the cautions of friends; and second, because in addition to the burdens of his post and the grief at the loss of an idolized son, he was subjected to an unjust persecution, which I will not here stigmatize as I feel it deserves, and but for which I believe we might to-day have had our friend in personal presence, instead of a sacred memory. The attack at which thick-skinned politicians might laugh, strikes a refined, sensitive nature like a blow; and from this accumulation of troubles he never recovered.

Dr. Higbee was a surprise to Pennsylvania when appointed. Wickersham had devoted so many years, such wisdom and energy, and with such success, to the work that it seemed strange he should not be his own successor; more strange, that his successor should be one unknown to the common school men; and still more strange, that he should be a man whose associations had kept him out of touch with us,—if not antagonistic, certainly not in sympathy. But the wonder was greater when we came to know him, and see him discharging his duties. "None named him but to praise." He touched the heart of

the educational body, and the pulse of the educational sentiment, as no man had done before. He did more to uplift the profession of teaching than any of his predecessors. His work was the complement of theirs. Burrowes had given shape to legislation—Wickersham had consolidated the system with an executive ability that no other could have supplied—it was left for Higbee to touch the heart, with a personal power and inspiration that no one else possessed. Each of these men came to the front when needed—all did their work nobly. Educational movements are rhythmical—new science, new theology, is on the topmost wave; the tendency of to-day is toward materialism, especially among the great thinkers of the German universities. Dr. Higbee set his face against the error of carrying all education down to the level of sense-perception, and taught that we must *unsense* the mind. Then as a Christian man he threw into his work an immense uplifting influence from the spiritual side. In view of the splendid tributes to his memory in the Memorial Number of *The Pennsylvania School Journal*, and its noble vindication by the 15,000 teachers at St. Paul, no one will envy the feelings of those who tried to crush him.

Deputy Supt. J. Q. STEWART: The Association honors itself in paying this tribute to Dr. Higbee. At Washington in 1881 he first met with this body. He was filled with admiration at the work he saw done, and the men engaged in it. Modest, retiring, humble as he always was, we soon found in him a wise counsellor and an able leader. Year after year he became a more and more potent factor in shaping our work; year by year, as has been said, he grew in favor not only in his own State, but among educators all over the Union. His election by acclamation at Scranton to the Presidency of this body gave him much pleasure. His value was recognized by the National Association when it met on the Pacific coast, where he was placed upon important committees, and his counsels were effective in broadening the work. He came home full of enthusiasm, and the correspondence that followed showed the impression he had made—everywhere Dr. Higbee was wanted. Last year he preferred to remain in Pennsylvania for our convention—as it proved for the last time. I shall always remember him as a friend, and as one who aimed to follow in the footsteps of the Great Master.

The hymn, "Thy glory Thou didst manifest," written by Dr. Higbee, was then sung.

Dr. G. M. PHILIPS: What I might have said has been better said by others, but I will say a word in memory of one I had learned to hold dear. It is true we have known Dr. Higbee but ten years, but the work of his life was not done in that time. The best of it, perhaps, was done as professor in that small college which many of us never heard of till we knew it in connection with him. There is too much depreciation of small colleges; many a man does a noble life-work there, and so it was with our friend. Not only did his influence go abroad with his pupils, but it was there he laid the foundations of that broad culture which surprised us afterward—that wide scholarship which made a man not brought up in the common school, when he came to know it, not only a peer among its friends, but a leader. Back there in the little college the work was done that, when the opportunity came, made the man equal to the occasion. To me personally he was as an elder brother, a father; and I knew him only to respect and love him.

DR. E. O. LYTE: A great man has fallen at his post. Perhaps we in the Normal School work realize more keenly than any one else the wonderful scholarship of the man—his familiarity with every branch of learning. It is hard to overestimate his influence in building up and raising the standard of our work. When Dr. Higbee entered the common school work, he was a surprise to us, as has been said, in many ways; to me he stands forth most prominently as a Christian man—one of the best products of Christian religion and Christian scholarship. Along this line his influence was widely felt. At San Francisco his work was impressive, his words were full of wisdom and life. We, who know him best, know that his public life was as blameless as his private, and that both were without a flaw. If he had a fault, it was that he was too pure himself to rate at its deserving the impurity of the world around him. Even if his name should be forgotten, the impress of his life will remain in the schools of the State and the Nation.

Rev. W. W. DEATRICK: I cannot do justice to my dear departed teacher, nor to the veneration I feel for him; but I must not lose the opportunity of adding a word to the appreciative tributes of his colaborers. God has been good to me—the years of my life have been pleasant—but the happiest of them were the six I spent in that little, obscure college, whose few students and graduates enjoyed the exceptional privilege of sitting at the feet of such a

master. His influence on the schools has been referred to—it will be long felt in still another way. Laboring there in comparative obscurity, what inspiration he breathed into many a young man for educational work! On this line I believe his influence was equal, if not superior, to that of Dr. Arnold. What a blessed thing it is to be in a small college with such a man as this! As Garfield said, "Give me a log school-house, with a slab bench, with Mark Hopkins at one end and myself at the other, and it will be university enough for me"—so say we of our departed friend. His high and holy influence has borne fruit in a contempt of shams, and in appreciation of all that is grand and noble—the true, the beautiful, the good. He filled our souls with love for all these; and best of all, he taught us and made us feel that without the knowledge of the blessed Master all other knowledge is but little worth—that "the wisdom from above is without price." All honor to the great man who thus inspired us! May his memory live long among us, not only as an administrative officer, but in the hearts and lives of those who sat at his feet!

Miss ELIZABETH LLOYD: I feel it right that a woman should lay a flower upon the bier of one who all his life showed manly courtesy to every one worthy to bear the name of woman. To many of the other traits of his character that have been mentioned, I might add my testimony; but I wished to say that from the first moment I knew Dr. Higbee, I recognized and appreciated his unfailing courtesy to women—not the outside shell of mere politeness or empty compliment, but the true manly chivalry that recognized and honored on all occasions the strength and the dignity of womanhood.

Mr. J. P. MCCASKEY was the last speaker on this impressive occasion. He read an appropriate extract from the Stories of King Arthur, and spoke much as follows:

"I made a vow aforetime that in Joyeuse Garde I would be buried," said Sir Launcelot. Then there was weeping and wringing of hands among his fellows. And that night Sir Launcelot died; and when Sir Bohort and his fellows came to his bedside the next morning, they found him stark dead; and he lay as if he had smiled, and the sweetest savor all about him that ever they knew.

And they put Sir Launcelot into the same bier that Queen Guenevere was laid in, and the hermit and they all together went with the body till they came to Joyous Garde. And there they laid his corpse in the body of the quire, and sang and read many psalms and prayers over him. And ever his visage was laid open and naked, that all folks might behold him. And right thus, as they were at their service, there came Sir Hector de Maris, that had seven years sought Sir Launcelot his brother, through all England, Scotland, and Wales. And when Sir Hector heard such sounds in the chapel of Joyeuse Garde, he alighted and came into the quire. And they all knew Sir Hector. Then went Sir Bohort and told him how there lay Sir Launcelot, his brother, dead. Then Sir Hector threw his shield, his sword, and his helm from him. And when he beheld Sir Launcelot's visage, it were hard for any tongue to tell the doleful complaints he made for his brother.

"Ah, Sir Launcelot!" he said, "there thou liest. And now I dare to say that thou wert the courteousest knight that ever bare shield; and thou wert the truest friend to thy lover that ever bestrode horse; and thou wert the truest lover, of a sinful man, that ever loved woman; and thou wert the kindest man that ever struck with sword; and thou wert the goodliest person that ever came among press of knights; and thou wert the meekest man, and the gentlest, that ever ate in hall among ladies; and thou wert the sternest knight to thy mortal foe that ever put spear in the rest." Then there was weeping and dolor out of measure. Thus they kept Sir Launcelot's corpse fifteen days, and then they buried it with great devotion.

I read thus far from the quaint tales of the Knights of King Arthur. For hundreds of years men's hearts have thrilled to this passionate outburst of Sir Hector, whose love stopped not at any word of praise—now alas! spoken in the ear of death. Ah, Sir Launcelot! Again dost thou lie in the "quire of Joyeuse Garde," all about thee the voice of honest sorrow. Again, heroic knight of more than the Round Table, do we bury thee "with great devotion." Other Sir Hectors, because they knew thee well, rated thee truly, owed thee much, loved thee tenderly, speak in thy praise—"out of measure" also, it may be – but who hath quarrel with the eloquence of such affection! That men should *care* to speak thus—that is the supremest tribute to human worth. This Sir Launcelot, we say, alas, is dead! where among all men whom we knew lives another?

What do those most competent to decide say of Dr. Higbee—profound thinkers, eminent scholars, earnest toilers, sympathetic souls? They have spoken, and in words of no uncertain sound. Permit me to read some earnest tributes, from very many that have been spoken, to the worth and work of the man whom we honor today, that may not have been seen or heard by the larger part of those who are here assembled.

The foremost man in the educational work in this country, Dr. Wm. T. Harris,

U. S. Commissioner of Education, says of him: "I had known of him before he became State Superintendent as a broad and generous-minded scholar, who recognized whatever was doing in the way of improving human thought and human deeds in all parts of the world. I had occasion during his superintendency of schools to admire his ardent energy and devotion to duty. On receiving the news of his death I could not but feel that a great and shining light placed on a hill-top had fallen and become extinct to us engaged in the cause of education. This feeling of mine I know is universal among American teachers and superintendents."

Prof. J. B. Kershner, a fine classical and biblical scholar, who was closely associated with Dr. Higbee for a number of years at Mercersburg, in full sympathy with his work and who is most competent to express an opinion, writes:

Our friendship was based, at first, perhaps on a certain community of studies; for, although he was then deeply plunged into the massive tomes of the Church Histories, his duties in the department of New Testament Exegesis led him into fields of study adjacent to or indentical with my own. It seemed to me that he had always been a master of the Latin language; and good service did it render him in his calling. I see him yet poring over those stout Migne volumes of the Fathers, over the Magdeburg Centuries, and especially over mighty Hospinian, for the sacramental controversies of the Era of the Reformation. But like Iphigenia, "seeking the land of the Greeks with all her soul," he was always pressing on in the mastery of the Hellenic literature, in which during the course of his labors in Mercersburg he attained a rare proficiency. Dr. Higbee had in the very depths of his soul an impulse to thoroughness; he was contented with no half-way excellency; hence he surrounded himself, to the utmost of his ability, with the means and aids of scholarship, and used them with the vigor and delight of the born student.

Thus eight delightful years of my friend's life passed away in that uneventful quiet that marks the student's existence; to me also delightful then, and delightful now to look back upon. When the theological seminary was removed to Lancaster, Dr. Higbee thought that the voice of duty bade him remain with the young and promising institution which he had helped to establish. Viewed from the standpoint of ordinary prudence, this looked like the sheerest folly. His labors were thus vastly increased; his anxieties were endless; his remuneration was smaller; the discipline of the college, no light burden when faithfully discharged, rested mainly upon him; he was a committee of ways and means where such seemed not to exist; his duties were often harassing, always incessant. But his faithfulness to duty and to conscience was the highest wisdom nobly rewarded. In no case, if he had under such conditions retained his easy place, could he have become the *man* he was afterwards known to be in the Church and in the State. Whatever he might have been, or might have known, never would he have become so acquainted with the celestial powers which deign to visit only those who "eat their bread with tears."

In the course of the ten years during which he was at the head of Mercersburg College, he completed his own education, in a wide sense. Not only had he now become well acquainted with the wealth of classical literature, but he studied and taught classes in Psychology, Logic, Æsthetics, Ethics, the History of Philosophy; he made studies in the Philosophy of History and the Theory of Education; while his duties as pastor of the chapel congregation, and in the post-graduate course, kept him in living communication with all departments of Theology. He gained new and valuable experience in dealing with youth and in aiding them in the formation of character. If the material with which he formerly had to do in the Seminary came to him after their characters had been to a great extent fixed by a college experience, such was now no longer the case. The students of Mercersburg College came under his influence long before they came to recite to him; but it was chiefly in his own class-room that he exerted his greatest, happiest influence. I need not say that for the most part his pupils idolized him; he won their hearts entirely, and few indeed are those of them who did not grow in affection and reverence for their old teacher as they grew in manhood and in years.

But the chapel—dear to the hearts of all Mercersburg students, and enshrined in their memories as the jewel of their academic life—was the scene of Dr. Higbee's severest labors, of his dearest joys, and of his noblest spiritual victories. It happened during the last few years of his connection with the college that the duties of the pastorate of the college chapel congregation fell almost entirely upon him. It seems really beyond belief that a pastor, no matter what his ability might be, should be able, after teaching profound and difficult branches of science for from twenty to twenty-five hours weekly, to preach two sermons in addition, for a number of months together, or even the whole academic year; and a preacher so over-worked, so weighed down with care and anxiety, would justly be excused if he preached indifferently, or if he preached not at all. But there was nothing perfunctory in Dr. Higbee's discourses; on the contrary, they were characterized by the highest freedom and power, were wonderfully fresh and incisive. Many of those discourses are still remembered for their intense earnestness and eloquence. Through the chapel he still speaks, and long will continue to speak to the churches. Dr. Higbee's homiletical resources—that is, his ability in the preparation and delivery of sermons—seemed absolutely inexhaustible. When in fair bodily strength (he never enjoyed robust health), with time to prepare his sermons, he was the equal of the greatest pulpit orators in our land.

It was during these laborious years that he was appointed chairman of a committee to prepare suitable tunes for the new hymn book of the Reformed church. He spared neither money nor labor faithfully to meet and discharge this important duty. He surrounded himself with the very best music in use in England and Germany. It was a labor of love, a spiritual recreation, and he toiled over the great mass of material most assiduously, most intelligently. He knew what he wanted—"immortal music married to immortal verse;" and he often found it. Thus nine full years of his life, (making seventeen years in all at Mercersburg) were passed in the most strenuous endeavor, and brought with them the reward of a wider and more accurate scholarship, a deeper insight into the nature and methods of education, and a great discipline of his own spirit.

He was then called, as State Superintendent, to a wider field of usefulness. If in that great field he knew scarcely a face; if, as has been said, it required consummate generalship successfully to take command of forty thousand teachers and school officers he certainly had every necessary qualification except personal acquaintance. He had passed through every grade, from that of private tutor and teacher of a public school up to positions of highest difficulty, responsibility, and honor. Of his walk in this great office, of his success or the want of it, I leave it to the officers and school men of Pennsylvania to speak. "Blessed are the homesick, for they shall get home." This trait of his spirit had been deepened by many years of frail health. He longed for rest; but not here. He was determined to work as long as his day lasted. He could not be induced to spare himself. It was best so. He fell like a hero, on the field where duty called him.

Judge Stewart, who knew him long and very intimately, says that from him he received "more valuable information on all the great subjects of human thought and speculation than from any other man" he has ever known. "No better man," he adds, "has ever occupied the position of Superintendent of Public Instruction in this or any other State, and the common school system throughout the land will, in all time, reap great benefit from the labors of Dr. Higbee. Yet after all it was as a preacher of the Gospel that he found his highest calling and was most successful." He regarded him the most interesting preacher he had ever heard, and he knew no other man his equal in scholastic attainments.

Governor Hoyt, whose acquaintance in Pennsylvania is very wide, says of him: "Dr. Higbee was in my opinion the very best all-around scholar in the State. He had an honest, great, and patient soul—too great, indeed, to stop and even try to repel the pitiful injustice which was once attempted to be put upon him."

Governor Beaver says of him, in a proclamation under the great seal of the Commonwealth: "For nearly nine years and by the appointment of three successive Governors, Dr. Higbee served the people of this State with singular fidelity, and purity, and singleness of purpose, as the honored head of the educational department of the State Government. He was a man of broad culture, a polished and thoughtful scholar, familiar alike with the treasures of ancient and modern thought and literature. As an instructor his extraordinary attainments and varied resources brought to him abundant success in every department of effort, and as an educator in its broadest and best sense, he had attained a rank among the first of the nation. As a public officer he was painstaking and conscientious; as a man he was pure, simple-hearted, genial and kind. The teachers of the State and his associates in the great work of education loved him with a filial devotion, and the Commonwealth trusted him as a pure, noble, true, and honest man."

We could multiply like golden tributes from the Memorial number of *The Journal* which was published shortly after his death, and from many other sources; but we forbear, however appropriate to the occasion these might be and however interesting in this presence.

He was not only an all-around scholar, but he was of all men most versatile. He had what Goethe has called "many-sidedness" in greater degree than any other man we have ever known. His scholarship in many directions was superb, and he was a delightful talker upon almost any topic that might be suggested. But this was only a small part of him. He was a born artist, an athlete, an expert with gun and rod, an ardent student and lover of nature, a critic of music and the drama, and could have been an artist in either of these directions. He was in an extraordinary degree a born actor, and, with his good judgment and tireless energy, he might have stood, we think, among the few brightest stars in that profession of unrealized possibilities for good. Indeed, among men he was of the rarest type and the very first rank—but modest as he was great.

We say this—so at least we think—not in ignorance of men, but intelligently, for we know reasonably well the men of the books, and for thirty years, sparing neither time nor money, we have seen and heard so as to have personal knowledge of them, nearly all the foremost orators and clergy-

men, and nearly all the great actors and singers that have appeared upon the American stage in drama, concert, or opera. Philadelphia is but two hours distant from our home; nearly everybody of world-wide reputation comes there; the night is as good for quick transit as the day; and New York is not far off—so that we have had large opportunity to hear, see, compare, and enjoy men and women of intellectual power, special gifts, and artistic culture. And we say it deliberately that, with this wide experience of the platform, the pulpit, and the stage, were we to make a list of the ten most gifted and most enjoyable people we have ever seen, or heard, or known—orators, authors, clergymen, artists, editors, actors, singers, composers of music or masters of instrumentation—Dr. Higbee would be an honored name upon that list.

We have often heard Rev. Henry Ward Beecher, regarding him the foremost pulpit orator of our time, in his own church in Brooklyn and on the platform elsewhere. We were in New York on the day when he was stricken with apoplexy, hoping to hear him again at Plymouth Church next morning. It was also a stroke of apoplexy that prevented Dr. Higbee from preaching the last sermon for which he was announced, and which also we should have been glad to hear. When the hour came for this service he lay in the majesty of death, awaiting his burial. These two great preachers we never failed to hear as we had opportunity, for they spoke as eloquent sons of God, who had "known the furnace," to toiling, suffering brother men.

But the most powerful sermon we recall, of all that we have ever heard in any church, from any pulpit, was preached by Dr. Higbee under the pressure of the struggle, in those dark days when falsehood filled the air and calumny was busy with his honored name. It was the Good Friday season. His theme was the Mighty Sorrow—the crown of thorns, the cross of shame. His great soul seemed to realize as never before the weight of the awful burden borne by his Lord, as he toiled onward in vivid imagination bearing the cross with his divine Master. Out of the depths of his loving heart, his vast knowledge, his rare wisdom, his kindred suffering—we say it reverently, his kindred suffering—were spoken such words as men seldom speak, such words as break down all barriers to the rushing tide of feeling, such graphic, burning words as thrill the hearer years after to recall them.

The nervous strain of that era was tremendous, and years of his grand life, we verily believe, have been lost to the State and to the world, because of the suffering and physical weakness that followed upon that causeless attack which resulted in his bloodless murder. And yet as surely as the stones of the mob made clear to men the soul-beauty of the sainted Stephen, so surely did the stones of this latter-day mob make clear to the State the extraordinary character and merit of our departed friend. "Oh, Nazarene, thou hast conquered!"—so an ancient story tells—was the dying exclamation of him who long before had unrighteously condemned "the good man and the just." An humble follower of this self-same Nazarene was here unrighteously condemned. But look abroad over Pennsylvania. From his unjust judges also, and everywhere, comes the tacit but sure admission of their inglorious defeat. He too has "conquered." This indeed is Dr. Higbee's day of power.

But once in our close intimacy of eight years or more were our relations somewhat strained. It was when we published an extended article in the July No., 1887, of *The Pennsylvania School Journal*, upon "Dr. E. E. Higbee, Superintendent of Public Instruction: As those men know him who know him best." He never spoke with a shadow of immodesty of his own attainments or merits, of his desert, or of not being "appreciated." In this he was like the most gifted musician we have ever known,—himself and his great ability being always about the last things thought of.

We knew the article must be published in justice to himself in the then excited condition of the public mind, and that if he had any knowledge of it he would forbid it. His protest, it is true, would not have prevented its publication, though it might for a time have led to some breach between us; for we saw clearly that it *must be done*. He had gone West without seeing that issue of *The Journal*, and we sent copies to a friend to be given him at the depot as he left Chicago. He was of course much annoyed, and did not write us at all during all the weeks of his absence. His too sensitive nature assumed that his friends and the State would regard him as sounding his own praises. In two or three months, however, this little annoyance wore away. It was but once referred to between us.

It may not be out of place in this connection to state also a fact that, to us, has always seemed very significant and of unusual interest. When the entire newspaper press of the State, with three or four noble excep-

tions, was hounding him to ruin upon a wicked fabrication, he did not, of his own motion, call to see a single editor to set him right, and thus aid in stemming the fury of the storm that beat upon his devoted head and bowed him almost to death. When at its worst we said to him, "You *must* have a talk with one man at least, the editor of the *New Era*. The truth must be brought out through one of the leading newspapers of the State, so that editors generally may have a chance to see it, and perhaps be led to inquire for themselves into the facts. If Mr. Geist sees the situation as you can present it, good will result."

We went together, and they talked over the whole field in a protracted interview. Mr. G. went to see for himself the school which was pronounced the worst, and was so convinced of the injustice, if not malice, of the attack, that he at once became, and continued to be, the most influential defender of the truth in all the newspaper press of Pennsylvania. To-day he can, and does, congratulate himself upon having stood almost alone upon the side of the right in those dark times.

The next time we met Mr. Geist after this interview, he remarked that he had seen many men, and under trying circumstances, but never had he been more impressed with any man's ability, integrity, and force of character. So Dr. Higbee would have impressed other intelligent editors, but his innate modesty was the bar to effort in this direction.

In his presence there was a sense of good diffused all the while—from his cheery welcome, as so often he swung his hand into yours with a gesture and movement all his own, to "*Good-bye*," or "*God bless you*," or "*Au Chez*," or "*Auf Wiedersehen*," or another of a half-dozen farewells that he was wont to use at parting. His quick emphatic "What?" as he looked up to get the force of some statement which was not clearly made or which he did not grasp in its fullness, his kindly eye, his cheery voice and pleasant smile—though he has gone over into the Kingdom of Silence, we hear them, see them yet. And to-day not a few of us thank God as for few things besides, that this heroic life has come within the sphere of our own lives. Being dead he yet speaketh—and as never before.

Who among us may wear his mantle? But life to all of us may be better because this man has lived. Let us, therefore, get what help we can out of his quickening influence. Let us get what gladness we may from his blessed memory. Let us get what good we can from his inspiring example.

After another of Dr. Higbee's hymns, "O'er the Grave Victorious," had been sung by the Association, Prof. M. G. Brumbaugh, chairman of the committee, made report of the aggregate amount of the Dr. Higbee Memorial Fund available for the purpose designed, saying that a full report of items in detail would be published along with report of proceedings of this Memorial session. This statement is found below.

On motion of Dr. E. O. Lyte the report of the Memorial Committee was accepted, and their action unanimously approved by the Association.

Dr. Edward Brooks offered the following, which was adopted unanimously:

WHEREAS, The Memorial Circular contained a provision that this Association should appoint a committee to take charge of the fund contributed for the Memorial, and dispose of the same in accordance with the intention of the contributors; therefore

Resolved, That such committee be appointed at this session, with power to make such disposition of the fund as in their judgment, shall best accomplish the purpose intended.

This Committee was subsequently announced, to consist of Dr. J. P. McCaskey, Supt. M. J. Brecht, Dr. G. M. Philips, Profs. M. G. Brumbaugh and H. W. Fisher.

The Association then adjourned to 2 p. m.

RECEIPTS OF MEMORIAL FUND.

In cases where funds were remitted by the Superintendent, the condensed statement here given credits the total amount received from county or city in his name; in other cases the credits are to the individuals named on the books of Fulton Bank, the depository of the fund. The following statement shows the amount received at the said bank up to August 8th. A full statement of all funds received and expended will be made by the Committee on Memorial at the expiration of their work. In accordance with the wish expressed to the Committee, that the time for receiving contributions to the Memorial Fund should be extended to accommodate many persons who had not yet acted in the matter, the date for closing the account was made January 1st, 1891.

CITIES AND BOROUGHS.

Ashland, W. C. Estler	$15 00
Butler, E. Mackey	50 00
Carbondale, J. J. Forbes	30 00
Columbia, S. H. Hoffman	2 00
Dunmore, L. R. Fowler	11 30
Erie, H. S. Jones	57 17

Harrisburg, L. O. Foose	$50 44
Johnstown, T. B. Johnston	67 77
Lancaster, Boys' High School, J. P. McCaskey, $25.00; Girls' High School, Sarah H. Bundell, $6.00; German-English School, Carl Matz, $2.31; Miss Kate Clifton, $1.30; Miss E. J. Neeper, .74, and Miss Laura J. Falck, .55	35 90
Lebanon, J. T. Nitrauer	18 50
Mahanoy City, W. L. Balentine	12 10
New Castle, F. M. Bullock	20 04
Norristown, Miss B. Rittenhouse	25
Oil City, C. A. Babcock	40 75
Phœnixville, H. F. Leister	14 21
Pottstown, W. W. Rupert	9 25
Pottsville, B. F. Patterson	34 49
Scranton, Geo. W. Phillips	98 34
Shamokin, W. F. Harpel	35 00
Sharon, J. W. Canon	20 91
Steelton, L. E. McGinnes	5 25
Tamaqua, R. F. Ditchburn	27 00
Titusville, R. M. Streeter	15 00
York, W. H. Shelly	30 18

RECEIPTS FROM COUNTIES.

Adams, Aaron Sheely	$19 18
Allegheny, Samuel Hamilton	161 82
Armstrong, M. Bowser	25 60
Beaver, J. G. Hillman	55 65
Berks, D. S. Keck	70 47
Blair, John H. Likens	16 80
Bradford, G. W. Ryan	100 00
Bucks, W. H. Slotter	46 25
Butler, W. G. Russell	25 00
Cambria, J. W. Leech	120 00
Carbon, T. A. Snyder	118 30
Centre, D. M. Wolf	29 31
Chester, Jos. S. Walton	41 21
Clarion, C. F. McNutt	23 00
Clearfield, Matt. Savage	35 10
Clinton, D. M. Brungard	15 25
Columbia, J. S. Grimes	55 19
Crawford, J. W. Sturdevant	2 68
Dauphin, R. M. McNeal	22 00
Delaware, A. G. C. Smith	76 22
Elk, C. J. Swift	21 05
Erie, Thos. C. Miller	29 61
Forest, Geo. W. Kerr	5 00
Franklin, F. H. Slyder	16 35
Fulton, H. W. Peck	27 25
Greene, A. J. Waychoff	32 50
Huntingdon, M. G. Brumbaugh	48 04
Juniata, W. E. Auman	18 98
Lackawanna, N. S. Davis	63 94
Lancaster, M. J. Brecht	324 12
Lawrence, J. R. Sherrard	5 00
Lebanon, John W. Snoke	29 00
Luzerne, J. M. Coughlin	32 97
Lycoming, Chas. Lose	73 63
McKean, W. P. Eckels	11 95
Mercer, S. H. McCleery	36 82
Mifflin, J. A. Myers	27 38
Monroe, J. W. Paul	19 87
Montgomery, R. F. Hoffecker	93 50
Montour, W. D. Steinbach	31 00
Northampton, J. H. Werner	57 00
Northumberland, W. E. Bloom	59 73
Perry, E. U. Aumiller	95 84
Potter, H. H. Kies	26 00
Schuylkill, Geo. W. Weiss	102 52
Sullivan, M. R. Black	20 00
Susquehanna, W. B. Gillette	28 04
Tioga, W. R. Longstreet, Mansfield, $1.45; A. B. Hitchcock, Knoxville, $3.50; and Cora Clark, Knoxville, .35	$5 30
Union, B. R. Johnson	10 00
Venango, Geo. B. Lord	14 00
Warren, H. M. Putnam	54 55
Wayne, Eva K. Underwood	40
York, H. C. Brenneman	30 50

STATE NORMAL SCHOOLS.

West Chester, Geo. M. Philips	$35 00
Millersville, E. O. Lyte	20 00
Kutztown, N. C. Schaeffer	7 75
Mansfield, D. C. Thomas	12 30
Bloomsburg, J. P. Welsh	5 21
Lock Haven, James Eldon	6 00
California, T. B. Noss	5 31
Slippery Rock, J. E. Morrow	5 00

OTHER CONTRIBUTIONS.

W. A. Montgomery, Esq., Chicago, Ill	$20 00
Harford S. O. School, J. M. Clark	12 00
Bethany Orphans' Home, Womelsdorf	1 00
Clarion Collegiate Institute, W. W. Deatrick	3 00
J. H. and E. E. Michener, Philadelphia	3 00
Total	$3346 69

CIRCULAR FROM MEMORIAL COMMITTEE.

It is the earnest purpose of the Committee on the Dr. Higbee Memorial Fund that this memorial shall, in itself, reach every school with benefit that has been or that shall be sufficiently interested to make contribution to the fund. The following special circular was issued, suggesting a plan of procedure, and requesting an expression of opinion from Superintendents and others interested. It is given place here that it may be distributed more widely, and as very appropriate matter in this connection:

LANCASTER, PA., Aug. 8, 1890.

TO THE SUPERINTENDENT:

Dear Sir: It was hoped that a monument to Dr. E. E. Higbee, late State Superintendent of Public Instruction, might be erected upon the Capitol Grounds at Harrisburg. The Memorial Committee, appointed at the late meeting of the Pennsylvania State Teachers' Association, after full inquiry from the proper authorities, have learned that this honor, eminently merited and strongly urged upon the State Legislature, has been denied by that body to two of the most distinguished Governors of Pennsylvania. Hon. Thomas Mifflin and Hon. John W. Geary. The precedent of such refusal to the Chief Executive makes it clear that no similar request would be granted in the case of any officer under the State Government of lower rank than Governor, however exalted his character or valuable his services to the Commonwealth. We have therefore abandoned this hope, and have considered with favor, though as yet without final decision, a Memorial to Dr. Higbee which, upon reflection, we regard more fitting, because more certain to widen and deepen in Pennsylvania the blessed influence of our late Superintendent of Public Instruction. It is the most unique in kind, and will, we believe, prove the most effective in result, in the history of education in America. The

Memorial should, we think, take form much as follows:

1. Monument of granite, suitably inscribed, at the grave of Dr. Higbee at Emmittsburg, Maryland. This to be after a design approved by the family of the deceased.

2. A life-size bust in bronze, with suitable pedestal, to be placed in the Department of Public Instruction at Harrisburg. This to be in lieu of the memorial which it was at first thought might be placed upon the Capitol grounds.

3. A life-size picture of Dr. Higbee, suitably framed, to be placed in the Department of Public Instruction, and also in the State Library at Harrisburg.

4. A life-size picture of Dr. Higbee, suitably framed, to be placed in each of the State Normal Schools of Pennsylvania; and in each of the institutions of learning with which he was at any time connected as student, professor, or president; and a copy of the same to be sent to his family.

5. A life-size picture, suitably framed, to be placed in the office of each of the County, City, Borough, and Township Superintendents of Pennsylvania.

6. A life-size picture to be sent to each school from which any contribution has been, or shall hereafter be, received to this Memorial Fund. These pictures are lithographs of equal excellence with the *Atlantic Monthly* portraits which are sold at one dollar each. They will be sent—of course, without frames—to be framed by the schools receiving them in such manner as they shall approve.

7. A Memorial Volume, or pamphlet, of convenient size, containing tributes of loving memory and selections of writings, addresses, etc., of Dr. Higbee, to accompany each picture sent out by the Committee.

8. In order that opportunity may be afforded to make more general the influence of the Higbee Memorial, the time of receiving contributions was extended, at the Mauch Chunk meeting of the Committee, to *January 1st, 1891*, the Fund remaining open until that date.

The Memorial Fund now in hand is large enough to do nearly all that is here proposed. Only the best work and the most durable material have been estimated for, all prices at best wholesale rates.

The Fulton National Bank of Lancaster is continued as the custodian of the Fund. All remittances by check or otherwise to this bank will be promptly acknowledged. The amount of the fund, including all contributions received to date, August 8th, is now $3,346.69. A statement, in detail of the sources from which it has been received will be published in the September number of *The Pennsylvania School Journal*. A further statement will be published, including all additional funds, at the completion of the important work which has been entrusted to the Memorial Committee.

Please give to this Committee, upon enclosed postal card (or by letter, if preferred), your view of the plan here outlined and any new thoughts that may suggest themselves in this connection, as we desire to act only after such general expression of opinion and in full sympathy with Superintendents and others interested throughout the State. Also, please state whether you desire to present the matter of the Memorial further in your schools during the coming session—those schools, of course, in which no action has yet been taken.

In order to proceed with certainty, the Committee desire to have, *at the earliest day possible*, from each Superintendent, the number of schools contributing to the Fund, with amount contributed by each school—this number to be increased from time to time as additional funds are received—so that all credits may be properly kept and the pictures and Memorial pamphlets be sent out to those entitled to receive them as soon as ready. Please let us have full statement in detail, if that be convenient, so that an accurate account may be kept with each county, city, or other district under control of a Superintendent.

Very respectfully,

J. P. McCaskey, *Chairman*.

M. J. Brecht, *Secretary*.

WEDNESDAY AFTERNOON.

President McNeal appointed the following as the Committee on Resolutions: Prof. G. M. D. Eckels, Prof. L. S. Shimmell, Supt. R. F. Hoffecker, Misses Mary L. Dunn, and Annie Lyle.

PLACE OF MEETING.

It having been agreed to select the place of meeting before making nominations for officers, Prof. Brumbaugh proposed Bedford Springs as the place, saying it was one of the most suitable places in the State, the hotel accomodations ample, and all the advantages of a first class summer resort. There is a school building with a hall that will comfortably seat 800, and has held 1100. The Superintendent of Bedford is not here, but we have a telegram from the President of the School Board, John M. Reynolds, Esq., urging the selection of Bedford.

Prof. McCurdy, of Bedford, emphasized what had been said, and assured the Association of a cordial reception.

Prof. H. W. Fisher said he could speak from personal knowledge of the large-hearted people of Bedford, since he had spent sixteen of the happiest years of his life there. Nowhere in the Commonwealth is there a better educational sentiment.

In answer to inquiries by Supt. Buehrle regarding railroad facilities, he was informed that they were first-class.

Bellefonte was also named as a suitable place, and its advantages urged, but on a vote being taken Bedford was selected.

NOMINATIONS FOR OFFICERS.

The following persons were placed in nomination for the several offices for the ensuing year:

For President—Dr. G. M. Philips was named in a graceful speech by Dr. Lyte, and the nominations closed.

For Vice Presidents—Prof. T. W. Bevan and Miss Mary L. Dunn. (Supt. Hamilton of Allegheny was named, but declined.)

For Secretary—J. P. McCaskey.
For Treasurer—D. S. Keck.
For Ticket Agent—J. F. Sickel.
For Executive Committee—Supt. J. S. Walton, Miss Elizabeth Lloyd, Supt. L. B. Landis, Prof. J. S. Grimes, Prof. Henry W. Fisher, Prof. M. G. Brumbaugh, Supt. E. Mackey, Dr. G. W. Hull.
For Enrolling Committee—Profs. E. E. McCurdy, Prof. G. W. Hemminger, Prof. D. S. Keith, Miss Maggie McCrary, Prof. L. S. Shimmell.

There being no contest for any of the offices except the Executive Committee, it was ordered that the unaminous ballot of the Association be cast for the rest, which was done, and they were elected.

FINANCES.

Dr. HORNE made a statement on behalf of the Treasurer, that the enrolment was much lower than the actual attendance would indicate. Perhaps there were 500 of the 700 he had promised last year, who had come to Mauch Chunk; but they were up the Glen, or on the Switchback, or elsewhere, and got in here occasionally. Every one of these ought to be a member, and at least 400 ought to be enrolled now, instead of some 275. Teachers should display some *esprit du corps*. A deficit in the treasury is threatened.

Prof. Spayd: I will be one of ten to take up Life Memberships, and relieve the Treasury to that amount.

No further action on the proposition was taken at this time.

COMMITTEE ON LEGISLATION.

Dr. D. M. SENSENIG offered a resolution providing for a Committee on Legislation which, after being amended, was adopted in the following form:

Resolved, That a Committee on Legislation, consisting of five members of this Association, be appointed by the chair, whose duty it shall be to take into consideration all matters referred to it by the Association, and that this Committee be allowed an opportunity to report the results of its deliberations to the Association for its approval or rejection, on Thursday afternoon next; and furthermore that this Committee be empowered to embody the action of the Association, if favorable to legislation, in a memorial to the Legislature, and to have printed forms of petition to be circulated among the members and attendants of the different county and district Institutes for signature, and to use all honorable means to secure the desired legislation; provided that the expenses of this Committee, assumed by the Association, be limited to the actual cost of paper, postage, and printing. And furthermore, that this Committee be instructed to take into consideration the advisability of so amending the Constitution of the Association as to provide for a Standing Committee on Legislation, with properly defined duties, to be elected annually; and to report to the Association on this question on the first day of our next meeting, one year hence.

The Committee was appointed, composed as follows: Drs. E. O. Lyte and D. M. Sensenig, Dep. Supt. J. Q. Stewart, Supts. Geo. J. Luckey and D. S. Keith.

REPORT ON EXHIBITS.

Supt. A. G. C. SMITH read the following report of the work of the Committee on Exhibits, which was displayed in the High School Building, near the Opera House:

To the Officers and Members of the Pennsylvania State Teachers' Association.

Your Committee on Exhibits beg leave to report as follows: They have attended to the duties devolving upon them to the best of their ability, and should the exhibit as prepared and arranged fall short of your expectations, they only ask that you take into consideration the many difficulties which must necessarily arise in such an undertaking.

The Exhibit is arranged in the Mauch Chunk High School building, which was kindly granted by the Board of Directors for that purpose. The Catasauqua schools, Lehigh county, sent a very large and creditable exhibit. The writing and drawing are worthy of careful study on the part of the members of the Association. Specimens of penmanship taken in September are placed along side of those taken from the same children at the close of the term. The improvement shown is remarkable. The drawings in point of execution and original design are very fine. The exhibit of Wilkesbarre, Luzerne county, contains specimens of manual training and drawing, which deserve special mention. The Keystone State Normal School of Kutztown, Berks county, has an exhibit in the same room. It is made up entirely of drawings from copy and object. Wyoming Seminary of Kingston, Luzerne county, has a fine exhibit of regular school-room work, paintings, and a fine botanical display. The Hazleton exhibit, Luzerne county, is about the largest single exhibit. It consists of work beginning with the C primary, the lowest grade, and continuing through all grades to the high school. Industrial work in the primary grades includes paper folding, cutting and mounting, stick work, lentil work, sewing, clay modeling, box work, coloring, etc., etc. There is a full exhibit of class work in all branches through all grades. Collections of productions, mounted specimens in natural science and drawings of the same, portfolios of biography and mounted wood specimens, are interesting features. A large engine drawn by one of the graduates of this year's class, is a fine piece of work.

Chester City, Delaware county, sent a very excellent exhibit. All of the work is done by pupils in grades below the high school. It is simply the result of their every day class work, and is divided into regular work or work of a class as a whole, selected and special work, and is so marked. There are a number of fine drawings, among them an excellent physiological chart. The wood mountings in connection with this exhibit are worthy of your special attention. In the same room is regular term examination work from a number of the ungraded schools of Delaware county. This work is very neatly done and calls for your special attention, since it shows what

can be accomplished by a large ungraded school under the care of but one teacher. West Chester, Chester county, sent an exhibit of work done in their manual training department. Minersville, Schuylkill county, has an exhibit of general school room work, general history and physical geography charts. Its new charts are a special feature. Berwick, Columbia county, has an exhibit consisting of a grammar school herbarium, moulding, modeling, etc. Its collection of natural history specimens is deserving of special mention. White Haven, Luzerne county, has very nice needle-work, moulding and general school work. Newtown borough, Bucks county, sent an album containing specimens of the general work of the school. In the library room is the Mauch Chunk exhibit. It consists of moulding, needle-work and map drawings. The practical work in geometrical constructions is very good.

The Millersville State Normal School of Lancaster county, has one of the finest exhibits in the building. All of the work was done by the pupils of the Model School. Two large relief maps of papier-mache are worthy of special attention. They were made in 45 minutes and then dried in the sun. They are marked so as to show the river systems. Language work is done in connection with painting, drawing, form work, paper folding, etc. The drawings are all made from objects. The work of the six-year-old pupils is something wonderful. Schuylkill Haven, Schuylkill county, sent an exhibit of general school work. The number work done by the primary children showed great care on the part of the teacher. Harrisburg sent an exhibit of drawing which has been prepared under the direction of a special teacher. The mechanical drawings are very good.

Should your Committee fail to mention anything of special importance in the above report, they trust they may be pardoned. Their object in making it has been to call the attention of the Association to the exhibit, in order that you may know what has been prepared. The exhibits represent nineteen different places from eleven different counties. Your Committee was at an expense of forty-one dollars and five cents, for circulars, stationery, postage, janitor for six days, lumber, local drayage, and paper to cover boards for exhibit. They did not pay express or freight on exhibits.

Your Committee return their thanks to those who took the time and trouble to send exhibits, and especially to those who arranged their own. They also thank Mr. J. J. Bevan, Miss Flo Ross, Miss May Harris, Miss Maria Fisher, and others of the local committee, who rendered such valuable assistance in arranging the work; also to Mr. Wm. Bevan, who, though not a member of the local committee, volunteered his services and lightened the labors of the Committee very much.

The report of the Committee was adopted.

Prof. JOHN S. CLARK, of Boston, Mass., spoke briefly on

FORM STUDY AND DRAWING.

Few people properly estimate the importance of the American education of to-day. As the hour of nine moves steadily across the continent, think of the millions of children marching to our schools, to be subjected to our processes of discipline. No spectacle equal to this in sublimity has been presented in all the world's history. All the future of our social development is involved in the discipline of these millions of children. We speak of them as an army, because we have no better figure; but armies are means of destruction; these, of preservation. The school is the type of modern civilization, as the soldier was of the past. Our educational system, considered in its broad extent—the minds at work upon it, the taxes paid for it, the compulsory legislation applied to it—fills us with profound respect for its builders, and with the impulse to preserve and improve their work. For there is always room for improvement, though we must not accept everything that comes to us under that name. There are many educational cranks in the field, sounding their trumpets loudly on the platform, recommended by the press and the clergy—hobby-riders—whose "new ideas" must be weighed and sifted before acceptance.

What we need is to know and follow the natural order and method of mental development in the child—to lead him into the enjoyment of his birthright in the knowledge of nature. Along this line we come to the training of the hand to labor and to art—art as growing out of use, doing what we have to do in the best way. The old-time schoolmaster who was satisfied with "the three R's," and had no time for anything new, found it no small matter to keep the pupils' hands and feet still. We want something that shall do this and educate at the same time. To do this we need only get the child interested, give him something pleasant to do, and see how he will work at it! We are broadening into the knowledge that the fundamental requirement is to get hold of the whole child—hand as well as eye and ear. The handling of objects of different form and color in the kindergarten is on the line of investigation—first original observation, then original thinking, and having these, you cannot prevent good expression. The scientific and industrial training to which we are coming are in the same direction. The things of practical life are observed and studied. The old classical instruction gave us some knowledge of the life of 2,000 years ago among the Greeks and Romans, but did not connect with the life of to-day; we are finding out that we had better first study our own civilization from our own basis, and afterwards their civilization from theirs. These questions are pressing upon us, and must be solved.

One of the universal, underlying principles of developmeut calls for the training of

the senses by form study and drawing. If the training of the tactile sense is valuable, and no one disputes it, let us begin with the little ones, and carry all through the school life, the suitable exercises for its development. Begin with a few of the geometric solids for models, and soon you will find yourself in touch with all things. How to use them? Not by the teacher holding them up and describing them; but put them into the pupils' own hands, and let them tell you what they observe and discover. I wish the old Gradgrind school of teachers could only see a single school handling and observing and describing a simple form like the cylinder. With a dozen of these forms properly used, priceless instruction may be given; to test the enlarged power of observation, ask for specimens resembling a given form, and see how objects come piling in. This line of instruction connects with practical life by simple extension; it touches it at every point. The Teachers' Association at Rome, N. Y., had an exhibit of results of this work, which filled a room twice as large as this, and was one of the finest educational exhibits I ever saw—all good, honest, intelligent work of the children in the schools. The same can be done everywhere, if you only will.

Remember that you can only get the benefit of drawing when it is the expression of something that is in the child's mind; consequently you must first develop the power of observation. Mere copying is not drawing any more than penmanship is literary composition; and, by the way, I have sometimes thought that same art of penmanship was an obstruction to education—you can get all of it without thought. The time spent on the so-called drawing that can be done without thought, is simply wasted.

Adjourned to 8 p. m.

WEDNESDAY EVENING.

SESSION opened with a solo by Prof. Gregory, followed by two recitations by Miss JESSIE DALRYMPLE, of Philadelphia, one of which "The Methodist Itinerant" was especially well given, the lecturer of the evening, Hon. GEORGE R. WENDLING, of Shelbyville, Illinois, delivered his lecture on

SAUL OF TARSUS.

It is proposed to take St. Paul out of the clouds of tradition and of doctrinal theology; to remove the mystery that controversy and denominational differences have piled around him, obscuring him as the sands of the desert bury the monuments of Egypt; to view him not as the apostle of a new religion, but as the hero and martyr, the bold, tender, conscientions, loving man—the genius without a superior—the most wonderful man among men.

Babylon, Greece, Carthage, had risen and fallen; the history of the race had been but a record of war and cruelty. Rome was now mistress of the world, the capital of the proudest empire the sun ever shone upon, when into one of its provinces came a Jewish babe who was destined to found a kingdom greater than conqueror had ever dreamed of. Along the line of previous history we note a mysterious and powerful element in the Hebrew race, beginning when Abraham passed over from Mesopotamia, enslaved by Egypt, delivered by Moses, receiving through him the ten laws by which alone human society could exist for a single day, through the wilderness to the Promised Land, again in captivity and scattered to all points of the compass, but still having their religious centre in Jerusalem—proud, exclusive, mixing with no other people, but influencing all. This phenomenon reminds us of another in the natural world, the Gulf Stream, by means of which the face of two continents blooms in warmth and beauty—Judaism was the Gulf Stream of humanity till the new faith came, and the Founder of Christianity proclaimed a religion that broke down the barriers of caste and exclusiveness and recognized the universal brotherhood of man. Great have been the triumphs of the Jew, greater his sufferings; let us hope the day is near at hand which shall obliterate the line between Jew and Gentile. Meanwhile let every good man denounce the spirit that has been the burning shame and sin of Christianity—the persecution of the grand old Hebrew race—and so help to bring about the practical recognition of the sublime fact of Revelation, that "of one blood He hath created all the nations."

The Babe of Nazareth grew up and taught that He was the Son of God and all men were His brethren—that God is no respecter of persons. His people were not prepared for this—it was destructive of their system; so they slew Him. But the fatherhood of God and the brotherhood of man did not die. Meanwhile there was born in the early years of the first century, in the city of Tarsus, ten miles from the Mediterranean, that Saul who was to become the apostle to the Gentiles. His father, a strict Pharisee, having given the boy a trade, sent

him to the school of Gamaliel, to be trained for a rabbi. It was not an easy calling: what with the 365 positive and 248 negative precepts, and the rest of it, a man was kept as busy to keep up with the strictest sect of the Pharisees, as a modern ritualistic Episcopalian! With a mind, like Saul's, he must have attained great proficiency, and stood high. So he lived a Pharisee until he was 33 years old, when he was present at the death of Stephen, the first martyr of the new faith; he heard that wonderful defence; its lightnings flashed, its thunders rolled through his soul; he had already persecuted the new faith, scourged men and women, but now his zeal was redoubled as he started for Damascus, breathing threatenings and violence. On the way he was arrested by something—we need not analyze it—to him it was a vision, and as for me I give up not one word of the recital; but at all events, whatever it was, it changed the man's whole life. His first question was at once a confession of faith and enlistment for service—What shall I do? His life answered it grandly.

After three years' retirement in Arabia—in a loneliness that seems a necessity of genius—he takes up the work that henceforth consumes all his energies. Hated by his old companions, derided, threatened, hunted by assassins, does he become disheartened? does he ever doubt the reality of that vision on the road to Damascus? He is shipwrecked, scourged, driven out—he goes to Antioch and spends a year preaching and collecting gifts for the famine-stricken brethren at Jerusalem—he is stoned and left for dead outside the walls of Lystra—does he give up? He travels in Macedonia, then embarks for Europe—the most momentous event in European history—is scourged at Philippi—goes to Athens—earning his living at tent-making, he preaches at Corinth— still he holds fast his faith in the reality of that vision. Back again to Jerusalem; sixteen years of labors innumerable, of sufferings unutterable; another round of the churches; then back for his last visit to Jerusalem. He is an old man now; he has suffered all that human nature could suffer and live; he greets his friends for the last time, and prepares to depart for Rome, which has now become infamy incarnate. He stops at Miletus—his friends come down to the coast to bid him farewell—he parts from them with the tenderness of a woman, knowing that they shall see each other's face no more.

Just here let me give you the picture of Paul I have in my mind's eye. He must have been a strong man to endure the hardships of 60 years. Presumably he was a man of grand presence; early painters give him the head of philosopher, and it took no insignificant man to command a hearing at Athens. He must have been a married man to be a member of the Sanhedrim, and his sensible advice on such matters must have been drawn from experience. His wife had died before his conversion, and he lived thenceforth a wifeless, childless, homeless man. He had the womanly tenderness that distinguishes all great men. He was disinterested. He was the friend of young men. His courage was matchless—not only that which rises to a grand occasion, but that which endures continuously and falters never. He was a man of tremendous intellectual strength. The amplitude and profundity of his philosophy are unequaled; his logic is remorseless. As an orator he was incomparable. The soul of oratory is earnestness, and in presenting the greatest themes that ever employed mortal lips, Paul's earnestness is felt in every word. Self-control, dignity, courtesy, tact—in all he was distinguished. He is the only orator who has survived in such small fragments. Where would all others stand, if we had only so much left of them? Yet from these fragments we know that he made the Jews rage, Felix tremble, Agrippa "almost persuaded."

But we must return to Paul as he goes to Rome—an old man, gray and weak, holding up his manacled hands, "ready to be offered up." Is there now any doubt about the reality of that vision on the road to Damascus? Hear him: "I know in whom I have believed, and that he is able to keep that I have commited to him until that day." "I have fought the good fight—I have kept the faith." Still undaunted, undismayed, he faced the final, awful test. All hail, glorious apostle, magnificent martyr, splendid hero—hail and farewell!

Miss MINNIE JONES, of Philadelphia, gave an illustration of the Del Sarte system of gymnastics, and read a selection; Miss Wilson sang a solo, and Prof. Gregory gave a recittaion.

The Chair appointed as Committee on Election, Supt. W. F. Harpel, of Shamokin; H. S. Wertz, of Blair; Supt. S. H. Hoffman, of Schuylkill, and P. F. Fallon, of Hazleton.

Association then adjourned to 9 a. m. tomorrow.

THURSDAY MORNING.

REV. B. M. NEILL, of the M. E. Church, opened the morning session by reading a portion of the second chapter of Proverbs, and offering prayer.

Supt. SMITH called special attention to additions to the Exhibit from Schuylkill Haven and Harrisburg, the latter city having a special teacher in Drawing, and showing fine results.

Dr. T. B. NOSS, of California, Pa., read a paper on the question,

IS GERMAN EDUCATION BETTER THAN OURS?

America is a tree in blossom; Germany a tree in fruit. America is a land of promise; Germany a land of accomplished results. The younger ought not to be put into unfavorable and unjust comparison with the older. Still, useful lessons may be learned by placing the educational system of Germany side by side with our own.

It is neither the part of patriotism nor of wisdom to exaggerate the merits of foreign institutions, or conceal their defects, in comparing them with our own. Defects the German system of education doubtless has. These I would not gloss over nor deny. But still less can I call in question the unrivaled merits of the German schools, now so fully conceded in all progressive countries.

We should cherish no false national pride which refuses to see superior excellence in anything not distinctively American. This question of education has little to do with political boundaries. Grecian, Roman, German, and American education are all merely other names for human education. The problem of education is the same for all lands and ages. Whoever solves it for one country, solves it for all. True, there are varying conditions in different countries that must be taken into account. Thus, for example, compulsory education may be more expedient for Germany than for the United States. But such differences are superficial, while the points in common are fundamental. Men's physical needs and mental life are similar the world over.

The true aim of education, anywhere and everywhere, is to prepare for complete living and to make the most of the individual educated. By the touchstone of this great end and aim, any system of education may be tested. If an important element in the individual's life is ignored, the system of education is defective to that extent. An education that neglects physical health, strength, and grace, is defective. So is an education that neglects the moral and religious nature. So is an education that ignores music; or one that fails to give skill to the hand, or quickness and accuracy to perception.

Complete preparation of the pupil for life is the goal of the true educator. Two roads are spoken of as leading to this goal: one is called The Highway of Knowledge, the other, The Path of Development. Like the two roads referred to in Scripture, one of these is a broad and popular route, and does not lead to the right place. The other, narrower and more difficult, has the great merit of getting travellers to their desired destination.

As I was driving once toward a certain village, which I will call Jonestown, I came to a cross-roads, where, much to my confusion and perplexity, a finger-board pointed due west for Jonestown, while I had good reasons to believe Jonestown lay due north. I alighted and looked carefully at the finger-board. Taking hold of it, I found it was loose in the socket. Careless teamsters, not going to Jonestown, had driven against it, and caused it to point in the wrong direction. I brought it into the correct position, leaped into my buggy, and was soon at my destination. Development is the road that leads to the destination which the true educator seeks. The finger-board of a child's mental and physical nature plainly shows this road. But, unfortunately, there has been so much jostling against it by ignorant and careless drivers of youth that undiscriminating teachers verily believe that knowledge-giving is the educator's road to success. Poor teaching will continue until teachers begin to examine for themselves the road they travel.

In some part of our State the finger-boards by the roadside are proverbial for their inaccuracies and, in some cases, ridiculous blunders and yet those false pointers hold their place year after year. So it is along our educational highways. False finger-boards have been misleading the unwary for, lo! these many years. One of these reads "No special preparation is needed to teach school." Prussia says "No one shall be permitted to teach who has not passed through a normal school." Another reads "Let young, inexperienced teachers begin in primary schools." Germans think that to subject the plastic minds of young children to the experiments of boys and girls is wholesale recklessness. Another of these old finger-boards still standing here and there reads thus "In teaching reading, have children begin by learning the alphabet." Poor children! Why they could more easily learn 26 different plants or animals, knowledge that might be of some use and interest; or twice 26 *words* that they could at once use intelligently in reading. For forty or fifty years this venerable folly has been in disuse in Germany, except in a few out-of-the-way districts in northern Prussia. In 1872 the Prussian government abruptly ended it there also, by passing a law prohibiting its use. These are but two or three of the many misleading finger-boards. They are leading young children astray in their methods of teaching; they are leading directors astray in their selection of teachers.

With all my reverence for the past, I say, tear down these false finger-boards, no matter when nor by whom put up, and let us have the eternal truth. If a comparison between German education and ours were based upon school architecture and furniture, it would be favorable to us. If the comparison were based upon apparatus and appliances generally, it would per-

haps not be unfavorable to us. Based upon the qualifications of teachers, however, and upon the results of their teaching, the comparison shows striking differences in favor of the Germans. In matters no less essential to a perfect educational system, we surpass the Germans. In matters more essential they surpass us. Whether or not American education borrows anything from Germany in the future, it has borrowed much in the past. The brightest pages in our educational history are those that record the introduction into our pedagogy of living, pulsating ideas derived from German sources. How much would be left in our pedagogy worth boasting of, if the contributions of Comenius, Pestalozzi and Froebel were eliminated, not to speak of Diesterweg, Luther, Dittes, and others. These are men that are visible over the heads of other men. They were epoch-makers in education.

German education varies somewhat in different parts of the country. What we call Germany is an empire of twenty-six states. Education is not the business of the empire, but, as with us, of the several states. There is, therefore, no national system of education in Germany. And yet the systems of the several states are so similar, nearly all being modelled after that of Prussia, that we may speak with propriety of *German* education. Prussia embraces more than half the area and population of all Germany. Her influence is paramount. What we call the German educational system is really the system perfected first in Prussia, and afterward adopted in the other German states, and in Austria and German Switzerland. At the head of the administration of schools in Prussia is a Minister of Public Instruction. In each of the nine provinces there is a board that has general oversight of schools. There are in the state twenty-six governmental departments, each of which has its district school board. The immediate supervision of the schools is by a local or parish inspector.

The crushing humiliation of Prussia by Napoleon, in the early years of this century, gave a great impulse to popular education. It was seen by King William, Queen Louise, Prime Minister Stein and other leaders, to be the only hope of the country. It might be said that in tears Prussia planted her present system of education. Skillful teachers were invited from other countries. Young men were sent by the government to Pestalozzi at Yverdon and elsewhere, to become acquainted with the best methods of teaching. If Prussia had then indulged the foolish pride which refuses to learn from strangers, she would not to-day be the envy of the world. An educational department was created, at the head of which was placed William von Humboldt, who thus had a leading part in introducing the modern order of schools in Germany. His first recorded words on the subject are these: "The thing is, not to let the schools go on in a drowsy and impotent way of routine, but to raise the culture of the nation ever higher and higher by their means."

The most comprehensive merit of the Prussian system is that it is the result of progressive thought. Like Topsy, it "was never born, it just growed." Says one writer (an old teacher of mine, Dr. C. W. Bennett), "The extraordinary persistence of Prussian thinkers has resulted in perfecting a system of education more thorough and consistent than that enjoyed by any other country. . . . The aim is absolutely to abolish illiteracy from the land."

No question more directly and vitally affects the efficiency of a school system than the qualifications of the teachers. Says Francis Adams, "There is no part of the American school problem more beset by difficulties than that which relates to the training of teachers." He goes on to say, "If any one wished to find the best teacher in the world, he might reasonably prosecute his search in the United States, and while upon the spot it might be very possible to find the worst." Let us compare the provisions for the training of teachers in Prussia and in Pennsylvania.

Prussia has a population approximately six times that of Pennsylvania. We have 12 normal schools. In the same ratio to population Prussia should have 72, but she has 115. The average attendance in our schools is larger, but more fluctuating. In the Prussian normal schools the course of study requires three years, and attendance is continuous for that time. Our 12 schools now graduate a total of about 500 each year. The 115 Prussian normal schools send out on an average not above 25 each, or a total, say, six times as great as ours. But in comparing the number of professionally-trained teachers in the two States, the greatest consideration of all is that the graduates of the Prussian schools enter the teaching profession *for life*, while with us the average term of service is but a few years. The State requires but two years for the aid it gives.

The Prussian teacher rarely changes his profession. In view of the fact that 90 per cent. of all teachers are men, marriage robs the teaching profession of but few. In 1886 there were in Prussia 66,023 teachers, and of these 59,126, or about 90 per cent., were men.

With us a majority of normal graduates entering the profession are women. Many of these soon exchange the duties of the teacher for those of the wife. Now, I do not wish to be misunderstood. I do not deplore the large proportion of female teachers with us, but I do claim that no young person, male or female, should enter the profession without a special training. The shorter the average term of service is, the more teachers must be trained to take the places of those that drop out. I want to add, incidentally, that the State loses nothing by the training, in our normal schools, of girls who soon leave the profession by marriage. Would that every mother in this commonwealth had the great help of a normal school training in the rearing of her children! So much for Pennsylvania teachers who enter the profession as graduates of our normal schools. When we come to consider the length of service of those who enter the profession with a superintendent's certificate, the showing is far more unsatisfactory. In 1872 the U. S. Commissioner of Edu-

cation estimated the average service of American teachers to be not above three years.

Of the 25,000 persons who will enter the school-room, in this State, as teachers this fall, at least 4,000 will be beginners. If all our normal graduates of this year are employed as teachers, they will number but little over ten per cent. of the new teachers. Where will the other 90 per cent. come from? I am well aware that many of them will come from the under-graduate classes of our normal schools; but if our graduates, with a whole year of special pedagogical work, are scantily prepared for teaching, where will the under-graduates with none of this special work appear?

In Germany *all* teachers are specially prepared for their work, through a more rigid and extended course than ours. A professional training is an indispensable condition to being employed as a teacher. And then, too, the "stepping stone" evil, so fatal to the profession of teaching in this country, is not met with in Germany. Even the poorest teachers have had a professional training. How is it with us? The simple fact is that the bulk of our teaching is done by young teachers who have had no special preparation for their work whatever. In the June number of *The Pennsylvania School Journal*, our official organ, I read on an editorial page (462) that there are in Pennsylvania some 25,000 teachers, probably not one-fifth of whom have ever had the slightest preparation for the responsible work they are doing." We are battling against the foes of vice and ignorance with the odds always against us. We have a few trained soldiers, and a multitude of raw recruits. Can great victories be won, and won speedily, while this is the case?

And what is the result of this general practice of employing untrained boys and girls as teachers? Precisely what might be expected. Teaching is not scientific nor artistic. It is mechanical. It is an imitative process. Most of the teaching done is not based upon the principles of the child's physical and mental nature, for these have not been studied. Not only is the nature of the being to be taught not studied, but the nature and adaptation of the knowledge imparted are likewise not understood. Hence much is taught that is of no value at the time it is taught, and much is taught that is of no value at any time. For example, one-half of what is usually taught in arithmetic is either useless or ill-timed. We aim at too much and do nothing well. A majority of pupils with ten years of drill in arithmetic, are awkward and unreliable reckoners, whom no business man would trust with a practical problem involving dollars and cents. Thousands of poor children who have but a few winters in the public school ere they are put to trades, have most of their precious time frittered away on subjects or parts of subjects which are to them useless. They asked for bread and received a stone. If a child's schooling does not aid him in the struggle of life, what is it good for? As it is in arithmetic, so it is in grammar, geography, and the whole round of subjects. Development, the true aim of education, is lost sight of in a mad rush for facts. The German text books are small, ours unreasonably large. We aim to store the mind with knowledge, the German teacher to develop power.

The great aim in German schools is practical usefulness. Useful studies are selected, and these are taught in a simple but thorough way. Nothing is done for show. The German mind detests shams. Arithmetic is taught in a purely practical way. Fatiguing mental exercises are prohibited. Reading and writing are taught simultaneously. A delicacy and beauty of handwriting is acquired that is unrivaled by any other people. Children begin to write when they enter school, often beginning the use of the pen at the middle of the first year. No slovenly writing is ever permitted. "Copy-books" are not used, for the simple reason that there is some written work in connection with each lesson, and this writing must be the pupils' best. Pupils' note-books are models of neatness and accuracy. Careful, continued instruction in vocal music is given in all schools. Physical exercise with the use of apparatus is a necessary and important part of education in Germany. Religion is taught as systematically and thoroughly in every German school as is arithmetic or geography. German children do not grow up irreverent and in ignorance of the Bible. The faculty of memory, which is not abused as with us in the study of geography, arithmetic and other branches, is called into exercise in learning by heart much of the choicest literature. Politeness, though not a branch of study, is a rule of practice, and children are everywhere courteous and refined in manners.

The German teacher is a teacher in fact as well as in name. He uses no book, for he speaks from a full mind. Every lesson is *taught* before pupils are held responsible for knowing it. The common practice in this country of assigning so many paragraphs or pages of new matter for a lesson, thereby preparing the way for a medley of truth and error, is unknown. The German teacher hates mental blundering as he does Satan. The school caricatures recently presented by Mark Twain, Miss LeRow and others, would be impossible to any considerable extent in Germany. In all girls' schools in Germany hand-skill in knitting and sewing is acquired.

Not to particularize farther, we may say, that from the kindergarten through all the steps in the educational ladder up to the university, the German mind shows consummate wisdom and foresight. The child begins right, continues right, and ends at last with the broadest and deepest scholarship known to any people under the sun. In 1874 there were no less than 41 educational publications in Prussia, many of these in magazine form.

German education is a *system* throughout. There are no colleges in Germany. The gymnasium, their nearest equivalent, rests upon the Folks-schools, and the university rests upon the gymnasium.

The Folks-school of eight years is complete

in itself. If a boy goes further, he chooses between the Real-school for a business career and the Gymnasium for the university. Compare this simple, comprehensive system with ours in Pennsylvania. Upon what does our college rest? Upon nothing. To what does it lead? Nothing. In our common schools, how do we meet the needs of those who must leave school at fourteen or fifteen years of age? Their needs are not met; they leave school with but a fragment of a course of study. How do we meet the needs of those who will go to college? No better. And what is the result of the German system of education? "The state secures a thoroughness and efficiency in its officials and professional men unrivaled in any other land." The Germans publish more books annually than America and Great Britain combined. While in France 15 per cent. of the people are illiterate, in England 13 per cent. and in the United States 8 per cent., in Germany there are but 1 per cent., while in certain states as Bavaria, Baden, and Würtemberg, there is practically no one that cannot read and write. I see in the Encyclopedia Britannica, that among 6000 recruits for the army in Würtemberg, recently, only one was found unable to read. Illiteracy is practically abolished. This is the magnificent result of 75 years of common-sense well applied in education. Many of the foremost thinkers and workers of this country and England to-day, owe much of their knowledge and inspiration to German schools. In the July (1890) *Forum*, Prof. Tyndall describes the powerful helps he received in Germany in contact with such teachers as Bunsen, Stegmann, Magnus, and others. He pays this tribute to the great chemist Bunsen: "I still look back on Bunsen as the nearest approach to my ideal of a university teacher."

As an ackowledgment of the superiority of German schools, hundreds of young men from America, England, and other countries, annually resort to them. Bishop Hurst, the projector of the new Methodist University at Washington, D.C. recently received a set of resolutions from Berlin indorsing his project, and signed by 20 American Methodist students now attending the University of Berlin. It is a significant fact that 20 American students of one religious denomination can be found at one German University. But this is not all. Not only have the Germans the best school systems in the world, but they show signs of surpassing us on our own soil. Young men from the German schools are better trained in head and hand than ours. They excel as draughtsmen, and as skilled artisans in various pursuits. Who are our piano makers? Steinway, Knabe, Weber, etc. Who compose our best orchestras? Who are our greatest vocalists? Who are taking the lead in establishing gymnasiums for physical training in all our large cities?

But I am not here to extol German education. I do not plead for a German system for America, but I believe the time has come when we should demand a genuinely American system. What we have is in many respects un-American and unworthy of us. Nothing is American that is not progressive. The telegraph is American; and the telephone; and railroads; cable-cars and electric lights; and steam printing. But there is no comparision between our progressive commercial spirit and our non-progressive school teaching. Our one insurmountable obstacle is the school-master. As Sup't Powell of Washington has said, "Every step in the progress of education must be made over the protest of teachers themselves." We can put up costly school-houses. We surpass the Germans in that. We are fully abreast of the Germans in school furniture and apparatus, and in all that money can secure. But we can do nothing with the self-satisfied teacher. He will neither move faster himself, nor let any one pass him if he can help it. If new and improved methods are submitted to his consideration, he promptly answers that they are a humbug or that he used them thirty years ago.

When I was a boy, my father had a sorrel horse that had attained the age of a quarter of a century. But this animal had one defect more serious even than his age. He was unaccountably lazy. I was always vexed when I had to drive that horse and was expected to make any speed. There was but one stimulus that had any effect in quickening his pace, and that was the attempt of some other horse to pass him. He would then prick up his ears, and dash forward at a most gratifying gait. I soon learned that most slow and lazy horses were like ours; and I have sometimes known one brisk traveler coming up in the rear to quicken the speed of a whole procession of lazy horses. I have witnessed the same thing among American educators.

There are still many teachers among us who pleasantly introduce children to the study of Arithmetic by having them commit the multiplication table to memory; who assign columns of map questions as new lessons in Geography; who try to teach true English by means of false syntax; who allow history lessons to be learned by heart; who try to teach orthography, that is, as the term shows, the correct *writing* of words, by having pupils name orally the letters that form words; and so on through the wearisome round of the curriculum.

As I recall these dull school days from my own childhood, I can see but one or two oases in the desert; one was the oral spelling that wound up the work of the day. This was not worth much in itself, but it afforded some physical relaxation, and introduced the excitement of competition. Much of this whole business of so-called education has been with us "the blind leading the blind."

Shall we despair of the future? No: that is the last thing a true American does. Is German education better than ours? Yes; but ours is to be better than theirs. We have fewer obstacles to overcome. We have more money. We can produce better external conditions. Our children have greater mental dexterity. A brighter day is dawning. Already our more enlightened teachers are beginning to look with distrust upon much that has passed under the name of education. The paralysis of tradi-

tion will give place to the stimulus of investigation. That which is to be taught will soon have to prove its claim, and methods of teaching will have to accord with the nature of the child to be taught. May the better day soon come!

DR. BUEHRLE: If I heard correctly, the paper gave eight years to the volkschule, and nine to the gymnasium; that would be seventeen years in school before reaching the university. I think there must be a mistake somewhere. I have read that the children leave the volkschule at nine years old for either the realschule or gymnasium. A uniform course in city schools is not according to the German idea, which economizes time. Why should the uniformity be carried so high up? For instance, in my town there are eight or nine grammar schools to one high school; their course is uniform; there is no specialization until the high school is reached, and then only by a system of optional studies. Those who take the classics manage by hook and crook to get mathematics, Greek and Latin enough to get into college, and do about all the work that the others do—all in three years, while the gymasium takes six. The whole optional business is a mistake; a school should have a fixed course, and every pupil be required to take it—anything else cheapens the school in public estimation. As we know that the division must come some time, why not begin it earlier, in the grammar grade perhaps, and let them shape their course accordingly? I wish to ask whether in the volkschule they have tools and shops for manual instruction, and whether the hand-training is part of the regular school or separate from it? also whether specialization does not begin at nine or ten years of age? and whether the courses are progressive from the volkschule up?

DR. NOSS: To answer the last question first, there are such progressive courses. I think specialization does not begin so far down; there are burgerschule, whose course is perhaps a little higher, but concurrent rather than successive; the volkschule course is required of all before entering the gymnasium. As to manual training, knitting and sewing are universal; the manual school as we now understand it is not more prevalent there than here.

Dep. Supt. STEWART: Probably no one now living will see in America a national system of education. Our State systems have served us well; that of Pennsylvania is our pride and the admiration of others; the West has copied the best things from the East; some of the Southern States have scarcely such a thing as a defined system—so we are not in shape for anything like uniformity. We may admit that Germany has a grand system; but can it be properly compared with that of the United States? We may compare them at particular points, but no general comparison can be analogically satisfactory. For instance, in some German States a particular religion is established by law—how would such a prescription work here? There everything must be shaped with reference to a great standing army—we have none, want none ordinarily, and when a great occasion needs it, the people take up arms, settle the question, and go back to their business. Cast-iron systems must crush out individuality, and our civilization will not tolerate them. We need no compulsory system—we want the open door of the school to invite the child, not the power of the State to drive him in. And if we may judge systems by results, which seems fair, have not ours placed us in the front rank of Christian nations on the earth? And the most dangerous and desperate element of our population, the anarchists, come to us from this very Germany. How do the two nations compare in Christian morality—in the observance of God's day? There, the open theatres and public games; here, the Sabbath quiet, the church and Sunday-school—and the only trouble we have in keeping it so, is brought by the immigrants largely from this same Germany. No; the best test of a nation's institutions is their product in patriotic Christian citizenship—and America can stand that test. Our uncultured and illiterate population is almost entirely foreign—much of it from this same Germany. They are not in sympathy with us, do not care to be educated in our language. I set against the great philosophers and poets and musicians of Germany, the average culture of the American people—the low rate of illiteracy among our native population, their sound judgment and high position on moral questions—and I say that the evidence is that our educational systems are the best to prepare for useful life here and happy life hereafter. And yet our civilization is only in its flower; we are only in the stage of material development, and see how we are growing! when the fruit comes, the American nationality will be ready for comparison with any other.

DR. BROOKS: We certainly owe much to Germany in pedagogical matters. It may be admitted, too, that the German educational system is more thoroughly organized

than ours. This might be expected, since their system was made for the people, fitted upon them, while ours grew up with and from the people themselves. The German system would be impossible here, where institutions come up from the people, not down from the government. But is compactness of organization a fair test? Does it necessarily follow that a more rigid system must produce better fruit? This we do not admit. The German educational system is like their army—calculated to destroy individuality, to make the man a part of the machine. Hence we find them stronger engineers, architects, draughtsmen—for all which let the schools have credit—but when you want original inventive power, we leave them in the rear. All the great inventions which have given celebrity and dignity and power to the 19th century have been American—they came from the brains developed under our less compactly organized system. The same mechanical idea runs into their religious education; the church is part of the State, and imposed by the State upon the people. Ours grows up from the hearts of the people themselves. What are the results? The very people who at home are taught by the State from the Bible and church-book, come over here infidels; while our own people, with no religious forms imposed upon them, grow up as a rule in sympathy with Christianity, if not its active promoters. All along the lines of moral development—temperance, the Sabbath, religious sentiment—the comparison is in our favor. The German is lauded for his sympathetic nature; yet the records of crime tell us that the most brutal mu ders are committed by these same Germans. When the results of the two systems are broadly contrasted, we need not be ashamed of our country.

Dr. Buehrle: There are some points in the paper and in this discussion which naturally are not so grateful to American ears as Fourth of July speeches. But it is scarcely fair to claim for America the credit of all that is done here, since in many cases those who do it come from Germany and elsewhere. The telephone, it is now known, was invented by a German; the inventor of the Monitor, the designer of the Brooklyn Bridge, were not Americans. Let us not claim as American fruit what grows on German trees. Take up the latest edition of the Encyclopedia Brittanica, and in any article of importance you will find reference to German four times as numerous as to any other language. Is it likely that in an English or a Scotch work undue preference should be given to Germany? Her superiority in pedagogics is conceded on all sides. Stanley Hall continually refers to the Germans. Why? He says, because they are the best; sometimes he might add, because he must! We are told that the kind of religion taught there leads to materialism, and makes the German infidel. The charge is too sweeping as to fact, and the inference is not fair. The Germans have been and are a religious people; and much of the good we have is based upon their work. We must look for other reasons than their method of teaching religion to account for the infidel class they send us; and we must not judge a whole people by these specimens. In the line of skilled labor, everybody knows we are compelled to import Germans for many of our industries; and some of the labor agitators want the stupid German kept out because the American cannot make a living if he comes in! The commerce of London is being monopolized by Germans, and so in other countries. These facts cannot be disputed, but we do not hear them in the Fourth of July speeches. We must never forget that the immigrants are not a test of the nation to which they belong. They are the people who cannot get along at home, and hope they may elsewhere. Take a corresponding class of Americans over, say to Russia, and they might do worse than the Germans do here. It is not fair either to compare ourselves with them while overlooking important conditions. When we have the same population to area as they, we will know why we were so prosperous to-day. The five or six millions we have in Pennsylvania are looking around for more room—how will it be when we have forty millions on the same territory? There is never any lack of oratory to flatter our national pride; but it is wisdom to stop now and then, consider the facts, and do justice.

Dr. Horne: I will only say a word, by way of supplementing that good speech. There is no trouble about multiplying American books, while we have the German to copy from—and that is about all that some of our authors do, especially in pedagogy and theology. I protest against what has been said about the German's irreligion. Whatever we have that is good in American Protestantism is traceable right back to the Augsburg Confession, and its outcome must in justice be credited to those German fathers. Who were the fathers of our own educational system? Do you remember to have heard of John Andrew Shulze, son of

a Lutheran minister from Germany, himself educated on the German system? Then there were George Wolf, and Joseph Ritner, and Francis Shunk, and many more, to whom we largely owe the good things we have. Look at the institutions of learning dotted all over the German counties; at our first Normal School, founded by German money. This is not the place to tell us what a bad fellow the German is. Over there sits my distinguished friend Houck—another German, God bless him! Let him speak for his forefathers.

Deputy Supt. HOUCK: One of the things that have made Pennsylvania great is the fusion of many different elements into her civilization. The Quaker, the German, the Scotch-Irish, each and all did well his part, and it took all of them to make us what we are to-day. I cannot listen with pleasure to a comparison which puts Pennsylvania or the United States second. The iron-clad system may be all right for Germany, but it would not work here. I have not been over there, but from what I read I think Uncle Sam is on top yet—that may be because I am more Yankee than German. We should remember that our systems are young yet—in Pennsylvania we only date back to 1834, yet we have accomplished wonders. I believe that if we imported German teachers for our schools they would be a failure. Wickersham is competent authority and after going all over the German schools and noting their strong points, he told us he would rather have 500 hundred young, live American teachers than the same number of those highly-trained tread-mill Germans—and I have no doubt he was right. Germany for the Germans, and America for Americans.

ORGANIZATION OF DIRECTORS.

Dr. G. M. PHILIPS offered this resolution, which was adopted:

Resolved, That this Association endorses the movement for a State Convention of School Directors, and recommends that in counties where it has not already been done, the Directors form county organizations, and join in the movement toward State organization.

CLOSER SUPERVISION.

SUPT. WALTON: In the larger counties we have long felt the want of closer supervision, by officers supplementary and subordinate to the County Superintendent. A bill to permit this was presented to the last Legislature, but failed to pass. I think this would be a proper subject for consideration by the Committee on Legislation.

The subject was referred to the committee, on motion of Dr. Buehrle, and Dr. Lyte called a meeting of the committee at the close of this session to consider it. Supt. Brenneman, of York, was substituted for Supt. Luckey on the committee.

Supt. L. E. MCGINNES, of Steelton, read the following paper on

SCHOOL LIBRARIES.

To enter upon a full discussion of a subject so important as school libraries would be to consume more time than has been allotted to us. We will, therefore, present a few thoughts on but two phases of the subject: 1st. Their utility; 2d. Their composition.

Their Utility.—School libraries, properly used, subserve a triple purpose. They lead, *first*, to the development of a taste for pure literature, and thus directly meet one of the great demands of moral training. *Second*, They are a great factor in aiding the promotion of scholarly habits, through the exercise of research and investigation: and *Third*, They furnish knowledge.

Thousands of children leave the public schools without having formed a taste for good books. They have been taught to read, without having had the privilege of learning *how* to read or *what* to read. An instrument of tremendous power for good or ill has been placed in their hands, without having had any practical instruction as to how or where that power is to be wielded. A love for good reading comes not from precept, but from practice. Talking about books is by no means all that is necessary. The general principle, "That we learn to do by doing and thinking," is as applicable here as elsewhere.

At an examination in literature in one of our village high schools not many years ago, the examiner asked this question: "What books, other than your text-books, have you read since you entered the high school?" Among the answers obtained were the following: "I don't remember ever reading a book through;" "I read a book from the Sabbath-school library several years ago;" "I don't think my parents would permit me to read a book while I am attending school." These same pupils could give the place and date of birth of nearly every writer of note from Chaucer to Tennyson.

This is one of many examples of misdirected energy, brought about partly through the absence of the school library. Is it possible under such circumstances for pupils to acquire anything of the taste of Gibbon when he said, "A taste for books is the glory of my life; I would not exchange it for the wealth of the Indies"? Or of Goldsmith when he wrote, "The first time I read a good book, it is just as if I had gained a new friend; and when I read it again, it is as if I met an old one."

But looking at the subject from a moral standpoint, the greatest danger is not that pupils will not acquire a taste for good books, but that they are subjected to the thousand and one influences that are ready to lead them

to acquire a taste for literature that is low and degrading. It is needless for us to enumerate examples of the low and flashy reading matter that obtrudes itself upon the attention of young and old, every day and nearly everywhere. The railroad cars, news-stands, and even the door-steps of our homes, are freighted with copies of half-dime libraries and highly illustrated story papers—papers that are filled with thrilling, sensational, improbable stories, clothed frequently in the language of the drinking saloon and the gambler's retreat; stories with plots that are laid in the haunts of the vilest of the vicious, and the lowest of the depraved. Our youths are permitted to read of persons, places and incidents, that, to say the least, are degrading in their nature.

It is hardly possible to estimate the ill effects of such reading matter upon the mind that has not yet matured. It acts with even a deadlier influence than the intoxicating cup. If persisted in, the intellect, the passions and the will are all made slaves to its powerful influence. It has been truthfully said that, "It is like the growth of a poisonous fungus; it absorbs the vital forces and destroys all that is noble in life." Fellow-teachers, is this picture overdrawn? If not, it is our duty to educate away from this modern literary pabulum. One of the great educational problems of the day is not what method to use in teaching pupils to read, but how to direct their reading after they have learned to read. This being admitted, where is there a more potent factor to aid in this direction than the School Library? or what is a better method than by providing pure and wholesome reading matter for our boys and girls, and then teaching them how to read it and love it?

The School Library also has its value as an aid in furnishing knowledge, and in developing the power of investigation. A certain noted librarian has well said, "The library is the key which unlocks the hidden mystery of the text-books, promoting scholarly habits, and awakening and broadening the mind by a grasp of fact, and range of thought, such as can be acquired in no other way." It is impossible to become a scholar without first acquiring the habit of careful research and investigation. We fear that many go out from our schools without acquiring this habit. One of the strongest incentives to study is the desire to know, and one of the best methods of stimulating this desire is to place within reach of pupils the means of finding out what they should know, but what the teacher does not think best to tell them. If there is one thing more than another that will cripple investigation, it is the discovery that there is nothing to aid in the investigation; and is not this exactly the predicament that many a student is placed in when sometimes he does not have even a dictionary to aid him?

Their Composition.—The make up of a School Library must depend largely upon the funds available, and the grade of pupils for which it is intended. Generally the amount of money to expend for this purpose is at the minimum, and when such is the case, suitable books of reference should be among the first purchased. Dictionaries, gazetteers, cyclopedias such as Harper's Cyclopedia of U. S. History, Champlin's Young Folks' Cyclopedia of Persons and Places, etc, are indispensable to a high degree of success in developing the habit of research. It is surprising to see the ease with which even children of comparatively low grades will make use of books of reference. They will search with the keenest vigor until they have found the information they desire. A class in a government school was recently asked in the evening, by a visitor, to write upon a slip of paper the subjects that gave them occasion to refer to the library during the day, and also to state whether they or not they were successful in finding the information. The following were among the numerous subjects given: Mound Builders, North American Indians, Suez Canal, Alexander the Great, the Bronze Horses of Venice, Locusts, Electric Motors, Lord Byron, and the definition and pronunciation of words. It is needless to add that in every case they were successful. Children are naturally inquisitive, and when that tendency to inquire is directed in proper channels, scholarly habits follow.

In addition to the regular books of reference, there are many excellent books of travel, history, biography, science, etc., written for the young in such an attractive manner as to arrest their attention and add great interest to the study of the text-books. These should also be among the first to be placed in the school library. Take for example the subject of Geography. What a wonderful advantage it is to the teacher to be able to refer her pupils to such books as Butterworth's "Zigzag Journeys," Knox's "Boy Travelers," "Young Americans in Japan," and "The Wonderful City of Tokio," Smith's "Travels Around the World by a Boy," Brassey's "Around the World in the Yacht Sunbeam," Higginson's "Young Folks' Book of American Explorers;" or her younger pupils to "The Seven Little Sisters," "Lucy's Wonderful Globe," "Overhead," and scores of other books of a similar character.

The subject of history has quite as fertile a field from which to draw. What an interest is created in the mind of the young student of American history when he is favored with the opportunity to read such books as Coffin's "Building the Nation," "The Story of Liberty," and "The Boys of '76," Watson's "Noble Deeds of Our Fathers," Dodge's "Stories of American History," Drake's "Around the Hub," Headley's "Washington and His Generals," and "The American Statesmen" series. Pupils taught under such favorable conditions are seldom disposed to say, "I hate history."

Among the excellent juvenile works on the subject of Natural History, are Buckley's "Fairy Land of Science," Hooker's "Book of Nature," Beart's "Adventures of a Young Naturalist," Kirby's "Aunt Martha's Corner Cupboard," Kingsley's "Madam How and Lady Why," Smiles' "Scotch Naturalist," "Wild Flowers and How They Grow," and "How Plants Behave." The books we have mentioned include but a very small portion of the list. What

is true in reference to geography, history and natural history is also true of the remaining subjects of the school curriculum.

Thus far we have alluded only to the literature that has a direct bearing on the branches taught in the school. Perhaps the most perplexing question that confronts the individual who selects a school library is, "What should be the character of the general and miscellaneous reading matter?"

Our experience leads us to the conclusion that the majority of persons who patronize the public library do so for the sole purpose of entertainment. As a result they read little else than fiction. It is not my desire to say a word against the judicious use of standard fiction, for it has its legitimate place. One of the greatest literary critics of our country says, "I can conceive of no healthier reading for boy, or girl either, than Scott's novels or Cooper's. I have found them very good reading at least for one young man, for one middle-aged man, and for one who is growing old. Let us not make life duller than it is." We do wish, however, to protest against placing flimsy, sentimental fiction in the school library with a view to cultivating a taste for what is better. Where this is done the transition is far more difficult to make than where there has been no reading at all. We can not help but agree with Robert Collyer when he says: "There are books that publishers should advertise as a man in Denver advertised his soda fountain, 'Sweetened wind.'" Such books are liable to be pleasant reading, but they have no more substance than "sweetened wind." It is our duty to endeavor to cultivate a taste that will look higher than the ephemeral fiction of the day.

You will pardon the reference to a personal experience that will aid in proving that the school library can be made instrumental in cultivating a taste for more than fiction. The library connected with our schools is also open to the public. The statistics for the year ending November 1, 1889, show that 70 per cent. of the reading that was done by citizens was fiction, and but 15 per cent. of that done by those who have gone out from our schools, from time to time, was fiction. This latter gratifying result was brought about by directing the boys and girls in their choice of books while in the schools.

Another important phase of the subject, How to use the School Library, we will leave to the general discussion, but before doing so permit us to make but one suggestion: Pupils require intelligent direction not only in their choice of books, but in reference to how they should read them. Much of the reading of the day is superficial. It is done for entertainment alone, and not with a view to gaining knowledge and mental power. To guard against this hasty skipping over the pages of books as though the sole object is to get through them, pupils should be encouraged to reproduce the substance of what they read. When they are required to do this they will read thoughtfully and carefully, and the reproduction exercise will be one of the best practical language lessons of the school.

In conclusion, we are glad to note that the sentiment in favor of School Libraries is growing. It is true the laws of our State restrict Boards of Directors from purchasing books for libraries, other than such works as are of a strictly professional character, and adapted to the improvement of teachers. The law does make the proviso, however, that if suitable books are obtained by some other means, it becomes the duty of School Boards to provide, out of the school funds, suitable cases for the accommodation of the books. Teachers, do you catch the bird and the law will provide the cage. The school law is what the educational sentiment of the people makes it. The law in our State implies that libraries are not worth buying, but that they are worth taking care of after they are bought. Is this the sentiment of the Pennsylvania Teachers' Association? We think not. The law concerning this subject is doubtless what the educational demands were at the time it was passed; but in this, the last quarter of the 19th century, the demand is being made from progressive teachers on all sides for better opportunities to aid in directing the reading of the future. The fruits of this demand are seen in the scores of libraries that are growing up in all parts of our State. May this wholesome sentiment continue to grow until it focalizes on our statute books, and School Libraries are placed within the reach of every boy and girl in our Commonwealth.

The Association adjourned to 2 p. m.

THURSDAY AFTERNOON.

THE Chairman of Executive Committee explained the arrangements for the final session at Glen Onoko this evening, after which Prof. C. F. FOSTER, of Chester, Pa., read the following paper:

THE WORK OF A PRINCIPAL.

The name *Principal* is not sufficiently well-defined to be used without explanation. It may indicate the person in charge of a school comprising several departments, or it may designate a town or borough superintendent. A principal may be only nominally such, as highest-grade teacher in a school building comprising two or more rooms, or he may have almost exclusive oversight and care of one or more buildings in a village or town. It is as part of a city system, well-organized and complete, that we shall recognize the principalship and attempt to define its duties.

In the thinly-settled country districts, the office is unknown. Where school-houses are found scattered here and there at long intervals, and with small accommodations, the business of teaching and governing is managed by a single person, under the general supervision of a local board or county superintendent. With a more compact population, as in a village or borough, the centralization of forces begins, though the work is often incomplete from a failure of the controlling board to grasp the essential

idea of unity in school organization. In the larger cities it is supposed to be otherwise, and it is here that we may look for the best features of the system. My own experience is, that in the transition from a rudimentary to a well-developed organization, as is illustrated in the rapid growth of a district in population and school facilities, people are reluctant to adopt the idea of special authority and responsibility in school management. Even teachers are sometimes afraid of the invasion of their school-room rights by the intervention of a supervisory or advisory power less than that of the general superintendent.

The fact is, the true sphere of the principal is an intermediary one, yet extending so far as to comprehend much of the domain on either side. He is both supervising officer and instructor. His work is in kind that of the superintendent, though limited in the extent of his field. In his own special department of instruction he does the work of a teacher, though presumably less in amount than others. In these statements, we have covered the general ground of our subject. We will proceed to enter more fully into details.

1. The principal should obtain a thorough knowledge of his field. This he should do for his own benefit, and that he may be able to give all required information to his superior. He should keep a careful record of statistics and transactions in his department which may have important bearing upon his supervisory work, and so be ready to report progress at any time. He should familiarize himself with the course of instruction, that he may be able to assign pupils to their proper places on entrance. He should know the condition of each school in his department, and, so far as practicable, of each pupil. He should especially know the capability of his teachers, and the measure of success attained by each. He should be on familiar terms with both teacher and pupil, so as to find out the best way of dealing with them. He should as often as convenient see them at their work, and so acquaint himself with their merits and defects. With such information, he is prepared to act in any emergency, either for himself or in conjunction with the superintendent.

2. He should assist his teachers with words of encouragement and counsel. Of course, this implies a corresponding confidence in him on the part of the teachers. If there is distrust of his ability, jealousy of his power, or any lack of co operation, the association of principal and teachers is a failure. But if good feeling exists, advice may be freely rendered, faults corrected, and superior work commended. The principal, especially as teacher of a higher grade, should see that the course of study is fully carried out in the lower or preparatory departments, and that methods employed by the teachers are such as to ensure good progress.

3. He should be responsible for the discipline of all the pupils under his charge. I do not mean that he should have the burden of punishing all delinquents, but that he should keep careful watch of the modes of correction in the different rooms, assist the teacher in the control of pupils if necessary, and in extreme cases administer punishment. The appeal to this higher tribunal should not be often made, lest the authority of the teacher be weakened; but the fact that such an appeal is possible is generally sufficient to check many of the irregularities which would otherwise occur. It will sometimes be necessary for him to settle difficulties in the community of pupils occupying the school yard before the sessions or at recess. Fighting, swearing, trespass of rights involving pupils from different rooms, are often referred to the principal. As a judicial officer he needs to act promptly, yet wisely and calmly.

4. In a populous district embracing a large number of school buildings, the principal will be required to accomplish at stated times the removal of classes to rooms of higher grade. He will superintend the periodical examinations, if such tests are given, and render a decision in doubtful cases. If the progress of pupils and their fitness for advancement are determined by the observation and judgment of the teachers, rather than by the conventional and stereotyped processes, he must, by frequent visitation and careful scrutiny of methods in the school room, prepare himself to act wisely and fairly as appellate judge in matters of promotion and demotion. It is impossible here to draw with exactness the dividing line between the province of the general supervising officer or superintendent and that of the supervising principal. The extent of territory included in the district, the grouping of the different schools, and the amount of supervisory work to be accomplished, must determine in each case how much of detail and consequent responsibility shall be attached to this intermediary position in the school management.

5. Whatever may be settled upon, however, as the principal's duty in the preceding particulars, it is certain that he is to be held to strict account for the guardianship of the school property, for the cleanliness of the premises, and especially for the sanitary condition of his department, so far as the directing board give him means and power to act. For the accomplishment of the best results in these respects, he will need to have a definitely formulated set of regulations, and full authority to enforce these through the teachers and the janitors. The latter should be made responsible to him, and should be under his control. In this way only can he be assured that the rooms are at all times properly heated and ventilated, and that the pupils are not exposed to disaster or disease by neglect or mismanagement. The principal should be watchful for the physical well-being of the children.

6. It may seem almost a caricature to add that after all these duties are seasonably and faithfully attended to, he is to give the rest of his time to the instruction of a class. It must be remembered, however, that in some instances the number of rooms in charge may be small, and that there are districts in which the details of supervision may be assumed largely by the local superintendent. On the other

hand, in the more extended and better organized city systems, all of this work must fall upon the principals. In the latter case little or nothing should be expected of them in the way of teaching, except the instructing and counseling of the teachers themselves in meetings called at intervals for this purpose. No supervising officer, however narrow his sphere of labor, can afford to neglect this kind of teaching, which has its influence, powerful though indirect, upon the pupils.

If we were to lay down a rule for the division of the principal's time, we would say that in no case ought he to be required to be with his class more than two thirds of the regular session, and provision should be made for the shifting of this responsibility, if occasion demands. I have met teachers who had such excellent control over their pupils, that they could leave the room for an indefinite period without any one in charge, and know that all had gone on right in their absence. Such teachers as these certainly make the best kind of principals, but they never ought to be obliged to do principal's work in this way. An assistant should be at hand to act as substitute in any emergency. The principal should not be so tied to his class that at certain hours he never visits other rooms to see what is going on there. Thorough inspection and complete arrangement of any system of schools demand much freedom on the part of the supervising officer. A conflict of duties may sometimes arise, but the precedence belongs always to that function of office which is most wide-reaching in its results.

In this outline of the principal's work, I have perhaps entered more into details than was really necessary. I regard it as an important work. It should be well defined. Competent persons should be selected to perform it. The combination of qualities demanded is not found in every teacher. It sometimes exists, however, in a remarkable degree, in females as well as in males. A good principal of either sex is a choice acquisition, one to be diligently sought after, and when found carefully cherished and guarded. Happy the superintendent who has such a working force to rely upon in his school management.

Prof. N. M. FENNERMAN, of Greensburg, Pa., read a second paper on the same subject, as follows:

There is only one thing more important to schools than good supervision, and that is good teaching. A good teacher may do good work without a principal, but without good teachers no amount of supervision will suffice to educate the pupils. But wise principalship may prevent many a failure, and economize energy which might otherwise be wasted.

The aim of supervision is twofold: 1. To furnish energy. 2. To regulate its expenditure. The furnishing must always precede the regulating. The opposite course is an error which impoverishes many schools. There is so much trimming done to make the parts symmetrical that the work soon comes to the condition of the cheese which the cats had stolen and asked the monkey to divide. Every time the rudder turns the course of a ship, a part of the onward motion is destroyed; and every time that the teacher's work is turned into other channels by the principal, a part of the energy is lost. This necessitates that he be a *source* of energy, as well as a regulator. A ship needs not only a rudder, but an engine, and what most graded schools now want is more engine and less rudder. Teachers with a system *within* them are much better than teachers who are confined within a system.

The one essential in doing systematic work is to have the worker thoroughly indoctrinated with the truths of the system. The reason why almost all teaching is still done as if the facts to be learned were the ultimate good, is that away down in their hearts teachers still believe that children come to school to *learn*, that is, to acquire knowledge. Mental development is a term which we roll under our tongues as a sweet morsel as long as the familiar words are used, or until our souls are probed below the level of words, and down there we give *education* the same chamber with the acquiring of facts. The springs of action are down there, below the casing of words, and in that lower place mental development is little more than a myth. No wonder that so large a part of the teaching is done as if there were no such thing.

The subject is extremely intangible, and to the teacher whose days are spent in preparing children for tests of scholarship, the subject grows daily more unreal and ghostly. The battle becomes so thick that the broad principles of military science are lost sight of. This is only a human limitation and deserves not one word of censure. But the capstone of military greatness is to be able to watch the movements of the army *and* the fighting of the soldiers; and the noblest work of the teacher is when she can plunge with enthusiasm into the smallest device *and* keep her eye fixed upon the goal, which is the harmonious development of the child's faculties.

To do this without the constant aid and inspiration of another who makes a specialty of educational philosophy, would be the work of a hero. And so here is one part of the principal's work. It is not sufficient that he should think and the teachers should devise and execute. His thinking would soon become pedantic and their execution mechanical. He must furnish the impetus to thought and go hand in hand with them in device and execution: if he neglects the latter, he can not long succeed in the former. This is the way to have every teacher provided with a system of educational doctrine which shall be as well defined and as firmly held as if it were original with her. Such a system will bear its own fruit in the growth of the pupil's minds, just as inevitably as mechanical work will bear its fruit in the stagnation of mental power.

The practice of meting out to the teachers a certain fixed amount for each month, is *almost* as bad as requiring a fixed amount from each pupil. It is the amount of *effort* which strengthens, not the amount of work done. If you are

rolling stones up hill, you will be strengthened just as much by working at one large stone for an hour as by rolling up ten small ones in the same time, and the amount of strength gained to yourself will in no wise depend upon your success in landing the stone safely at the top. It will be just as great if after repeated slips the stone has finally landed at the bottom. Just so it is not the number of answers which a boy can get, but the amount of attentive effort which he can put forth, that decides the benefit of the period to him. The half-hour's exercise is the same whether he gets thirty answers or none; and if there be any advantage it is with the latter, because it adds moral to mental strength. If it be asked whether such an idea will *work* in practice, the reply is it *will* work in the hands of the few teachers who thoroughly believe it. If the conviction is in the teacher, it will work out; if it is not, she can never impart it to her school. No rules can be given for tact, and no rules can be given for influencing others with one's own convictions. If such a conviction has worked into the teacher's soul, it will work out in practice. These things are in the hands of the principal. It is the old law of supply and demand. If his course calls for task-work, the teachers will become task-workers; if it calls for mental exercise, the teachers will become educators. It is needless to say that he must be the first to comprehend and believe in his inmost soul that *growth* is everything.

There is no one indication which speaks better for sound health than a healthy appetite. In this land of plenty, it is much easier for a man with an appetite and no meal to procure the meal, than for the man with the meal and no appetite to procure the appetite. Not one of us but stands in more danger of suffering from loss of appetite than for want of food. It is even more true in the world of literature; the world is suffering for want of appetite. To provide for a boy that through life he shall never lack good books is a small thing to do in these times; but to insure that he shall always have a strong appetite for his intellectual food would be to guarantee him eminence. Love for nature and knowledge is the chief feature which gave the Newtons, the Franklins and the Spencers pre-eminence over other men of fine talents, who have accomplished little or nothing for the world's good. Of what insignificant dimensions is the knowledge imparted in the schools compared with the *love* for knowledge which raised Franklin to eminence, and still brings us daily benefits. We are penny wise and pound foolish when we choke children with loads of items which they "ought to know," and rob them of their appetite, the only thing which will insure intellectual life.

These are among the truths which ought to permeate every nook and corner of the school system. If the principal can cause such sentiments to exist, they will take body not only in the course of study, but the discipline, the daily programme, the methods, and the manner of the teacher.

To give these and other sentiments which are necessary that the teacher's work may be well grounded, regular teachers' meetings will be found a necessity. In these meetings nothing will compensate for lack of resource on the part of the principal. If he has no deep conviction in his soul which is burning its way out, he had better get one before calling a meeting of the teachers. Meetings for the exchange of ideas are all very good when the ideas are at hand to exchange, but a single person who "has something to say, not who has to say something" can stamp his sentiments upon the teachers in a manner that will tell upon the pupils.

Some way of measuring and comparing pupils is still necessary and always will be, notwithstanding the hue and cry against examinations. Written examinations coupled with the per cent. system constitute the first well-defined method of grading since class instruction took the place of individual instruction. Some have substituted oral tests, and a few have reverted to the primitive method of relying implicitly upon the teacher's judgment. Let the conclusion be what it will, a few truths are beyond dispute. First, that examinations for the purpose of grading should test not what the pupil has done in the past, but what he can do in the future. The ability to do the next year's work should be the only consideration in making promotions or rather the question should be stated, "In which grade will he receive the most benefit, every thing considered." This denies the justice of keeping any pupil back because he has wasted his time or refused to work. The question of promotion should be a question of power, not a question of scholarship or reward for faithful work. If faithful work deserves *anything*, it deserves the place where the most good can be obtained during the following year. This place may be either in the same grade or the one higher. But every pupil has a right to the same, even though he be a criminal from the Reform School. Examinations then should test attainment only to reveal the capacities and power of the pupil.

The second thing which is true of exanimations is, that they test the quality of the instruction given, much more than the amount of power acquired. That is to say, they examine the teacher much more than they do the pupil, and this too without either teacher or pupil knowing it. This feature may be made eminently useful to a principal who is attempting to bring his teachers to nobler ideas of education. Examinations are not always and of necessity bad. When their effects are pernicious, as they so often are, it may show, first, that the habit of constant testing has been neglected, which causes a shock when it comes all at once; this is usually the case. Second, it may show that the ability to formulate knowledge in language, especially written language, has not received sufficient attention. This also is usually the case. Third, it may show, and usually does, that the examinations are given with the wrong end in view. They should not be for the purpose of finding out what the pupil knows. They should be to *train* the pupil and aid the teacher in her instruction. But the

teacher's judgment must always be the ultimate authority in determining the pupil's standing and ability to advance. The name "Examination" should be abandoned, simply because it has been in bad company, and such exercises should come very often. The essence of scholarship tests, when taken pure, is an active, and violent poison; but as it occurs in nature diluted in the regular work of instruction, it is a wholesome stimulant.

The paper prepared by Miss MARY ROCKWOOD, of Huntingdon, was read by Miss JESSIE DALRYMPLE, of Philadelphia, the subject being

THE NEW AND THE OLD IN EDUCATION.

The New *and* the Old, not the New *versus* the Old; for the new is child and heir of the Old. Wiser, fairer, broader-browed than its parent, it still would not despise its inheritance, but is bent only upon its improvement and extension. The very axes that are to-day hewing away the overgrowth of the false and the undergrowth of the useless, were sharpened on the grindstone of the Old Education; and the keener the strokes, the more certain it is that the Old had something with which the New must not part.

The writer proposes to discuss certain reforms undertaken in the name of the New, and certain dangers to which the reformation is subject.

I. *The New Education means the clearing away of rubbish*—It would abolish the false and the useless. The fate of all human institutions is to become, as the Pyramids in Egyptian sand, buried in meaningless forms, in mummeries, in traditional untruth, in the debris of what was once useful and beautiful, but "made uncouth by time." So the Christian church had its Luther—not the discoverer of new truth so much as an uncoverer of old truth long buried. The New Education is iconoclastic, and must be. Only let it take care that in its zeal, it throws down and shatters no priceless Apollos.

II. *The New Education would have nothing done without a reason.* It would base all methods upon the structure, development and activities of the mind. It regards the child's brain not as a more or less elastic receptacle for facts, but as an organism with the vital power of assimilation. In place of trying to feed faculties not yet developed, it would reach the child through the senses, of which he already has the use. Instead of crowding his memory with abstractions, trusting that time will make them useful In this very concrete world, it would teach him to use his senses upon things about him, leaving time to make inductions. It would load the memory with no indigestible mass of information. It would have respect to individuality, and set up no iron bedstead, to whose measure every child must come, even though by cutting off or by stretching out. It would make learning a natural and pleasant process, not a forced and painful one—*with* the child's grain, not cutting across it. Says an eminent apostle of the New Education, "Children naturally like to learn. You, with your mistaken methods, teach them to hate it."

The New Education requires the teacher (student) to stand within his pupil's mind, to see what there takes place, and so to direct its operations with intelligence; not to stand, as outside a mill, and pour into it grist of every kind, with confidence that the machinery will grind all, and pour out precisely the products desired.

The New Education requires that the teacher be a student of minds as well as of books and external nature. The dry, abstract, absent-minded book-worm or scientist may do for the teacher of minds capable of self direction, but for the primary and secondary education, never!

That psychological teaching is really new cannot be claimed. It has always had its apostles. From Socrates forward and, doubtless, backward, there have been teachers who studied the mind as well as the mind's food. But in these days, no teacher can open an educational paper, or attend an Institute, without being reminded of what the times demand from him—of what he must do, if he would be called "teacher."

III. *The New Education promises the child such an education as will fit him for his place in a work-a-day world;* to give him the full use of his senses; regarding the world as his oyster—to make his hand dexterous in opening it; to make him a doer, not a dreamer; to teach him only those things that will fit him most fully for living. The challenge of the times is, "What can you *do?*" He who comes with helpless hands, halting steps, and unready, though well-stored brain, must fall to the rear. Only he who can fall in step, bear his musket, and use it, may find place even in the ranks. To many this supply of the demand for the practical is the chief glory of the New Education and its chief difference from the Old.

These, then, the writer conceives to be the three leading purposes of the New Education.

I. The clearing away of rubbish.

II. The basing educational methods upon the study of the mind.

III. Supplying the demand of the age for the practical.

What are the *dangers* of the New Education?

I. *There is danger of imagining that we have found a royal road to learning.* In our effort to keep ourselves in contact with the child's mind, we scarcely allow it self-direction enough. In certain excellent schools marching in the van of progress, it is assumed that no child of nine is capable of unassisted study. The teacher prepares the pupil for each recitation, leaving him no time whatever for study by himself. He no doubt has clearer ideas and more fluent expression, but has he gained in power to do? It seems to the writer that children of twelve, thirteen, and fourteen, entering our High Schools to day, while more intelligent than those of her time, have less confidence in their own powers, less originality, less concentration. May it not be that we teachers, in our enthusiasm for the new ways and in the mental exhilaration of its practice, do too much teaching? Ambitious not to allow anything to enter

the pupil's mind which he must afterwards unlearn, are we not too often exhaustive rather than suggestive, so depriving him of the mental exercise he needs? The New Education requires much from the teacher; but do we not sometimes assume the burdens that for their own good the children themselves should bear? Children are conducted by easy paths, but are we sure that they lead to the top of the hill? It may be that they trend off and miss the summit.

II. *There is danger that we are going too far to meet the Age*—this rushing, crushing 19th century. In our zeal to be practical, we may become as the age is, utilitarian. The age says, "Teachers, your sole business is to fit boys and girls for life,"—by which last phrase it means, "for making a living." We answer, "Ay, ay, sir," and set about teaching boys to drive nails and girls to sew seams. *Well done.* But, "We have too many professional men already," says the Age, "give us mechanics and traders." "Ay, ay, sir," say we, and begin to drop from our school courses whatever cannot be shown to be of tangible money value to business men or mechanics. All well enough for the boy who has business or mechanical aptitude, and nothing else; not fatal to the boy who has these as well as other gifts; but what for the lad who is a born lawyer, editor, or educator? Among Edward Bellamy's fine fancies, there is none finer than that in his New Earth every one will have, before choosing his life work, such education as will enable him to know his own aptitude and choose wisely. This ideal may never be realized—but do we well to turn our backs upon it and walk straight away from it? Banish from our school courses everything that will not be of direct use in a trade or a business, and as many children will miss their vocation as when the balance was all the other way. Even the boy who leaves school for a life of manual labor is the better for a widening of his horizon, for a look outward and upward, as well as downward at his bench. Unless we would produce mere living attachments to machines, we must not deprive our school children of the half-loaf of general culture that we might afford them, with an equal portion of manual skill.

A week ago, from the lips of a shrewd, successful, self-made Scotch-American mechanic, the writer received a whole volume on this subject, in one pathetic sentence, "I'm *hungry* for the education that others have, but I missed it when a boy, and can't have it now." This man did not mean manual or business education. His mind was starving for great thoughts and broad views. Have we a right to slam the door to this plenty in the faces of the children of the poor?

III. Again, the age demands quick harvests, and there is danger that we devote ourselves to supplying this demand, without due regard to the preparation of the soil for future fruits. We may be producing immediate crops, salable in the world's market, at the cost of exhaustion and future sterility of the soil. The cry is, "Don't waste time on the soil—give us the crop!" It is well to ask, "Will a narrow and exclusive business and manual training in the end best answer the very purpose of utility?" Culture is sometimes falsely set in opposition to the practical in education. The fault is in the narrow understanding of both terms. "Culture" is not a mere refinement of tastes and habits, but the cultivation, mastery, of all the powers—that is, the plowing, harrowing and fertilizing the soil. The "practical" is not in the knack of making a shoe, cooking a dinner, operating a machine, or keeping a set of books, but in such a mastery of the faculties that the worker can plan better shoes, devise more wholesome food, invent a machine, pass from the book-keeper's desk to the proprietor's. To set against the practical that which makes all permanent and progressive results possible, is surely folly. Any education which gives development and control of body, mind and soul, is even in the narrow, money-making sense, practical. Give the child a training that enriches and strengthens him for himself, and you have in the same degree enhanced his value to society. It never pays to starve the soil.

Manual training should be such as not only to produce immediate specific results, but also to insure future and continuous products. While the boy is taught to use saw and plane, let him learn the conservation of his nerve force, and its economical expenditure. Said a teacher of keen observation to the writer: "I have two brothers who used to cradle wheat. In the process one of them used and wearied every muscle in his body. At dusk, he went to his bed, exhausted. The other brought into action only the needed muscles, and after each sweep of the cradle relaxed them all. He could cradle all day and dance half the night." That training which gives boys and girls posession of themselves, the ability to use most economically, gracefully, and effectively their own bodily powers, is culture,—and practical education.

Again, culture includes mastery of intellectual powers. The mental grasp and concentration that enables the workman at his machine to invent a better one,—was it gained by driving the machine? The power that makes the printer boy into the great editor—was it acquired by setting type? Teach the art of short-hand writing in the schools. Will that make a successful congressional, literary, or business stenographer?

Once more, culture includes the gaining of moral self possession—the control of will and passion. The whole school-room life of the child should have this in view, but much that is in danger of being banished from our curriculums has a strong though unobserved moral influence. If the memory is stored with noble sentiments in noble language, there will be less room for low, ignoble thoughts and imaginations. The child will make a broader and wiser citizen for a knowledge of other times and other lands. All this is culture and practical education. Do these dangers seem to some to be fanciful, and the utilitarian tendency of the age and of the new education overdrawn? The writer can only say that she has hardly missed the exact words, and not at all exact

meaning, of a prominent teacher of teachers, in the following words: "To-day success is measured by dollars. The times demand that our schools furnish money-makers, and we must do it, or our schools are a failure."

And there are probably some now present, who, within a year, have heard one possibly more distinguished in war and politics than in pedagogy, say, "Our public schools not only do not fit boys and girls for life, but they unfit them for it," basing this grave charge upon the assumption that "it is the sole business of public schools to fit the boy to earn his living, and the girl to earn hers, until she meets the inevitable in becoming the wife of some honest fellow." "If it be so, so it is, you know; and if it be so, so be it." A gubernatorial proclamation is not to be lightly questioned. But, in this connection, it may be well to remember that "'tis not all of life to live," and that "a man's life consisteth not in the abundance of things that he possesseth." Great are the needs of America in this nineteenth century, and great the demands she makes upon the public schools. They are expected to be, at need, father, mother, minister, police, and master workman to the children. At school the lack of home training is to be supplied, and the teachings of the street school are to be counteracted. To the schools the nation looks for citizens, and society for upholders.

Let us hope that the New Education is equal to all this, and to the still heavier task of raising America's ideal of manhood, womanhood, citizenship, and education.

The following paper was read by Prof. E. MACKEY, Superintendent of the Schools of Butler, Pa.

TRAINING FOR CITIZENSHIP—EDUCATION OF THE WILL.

It seems to me proper at this time to review and define the objects for which our system of Free Schools has been founded. If we can agree upon a clear and definite statement of the aim of the State in the maintenance of its public schools, we can proceed more directly and certainly in our deliberations concerning the means to be used that the school may accomplish its mission.

It is plain that the specific object of the Free School system is citizenship. The State in the interest of self-preservation establishes and maintains Free Schools, that its youth may be *trained* to become the ideally perfect citizens of the ideally perfect republic.

We teachers and superintendents are liable to make two grave errors in the curricula and management of public schools. First, our goal is too broad, our aim too comprehensive. Our watchword is Education in its highest, broadest, noblest sense: but all education is not of the State. The public school is but one factor of many by which this end is attained. I think that in our public schools we are too apt to undertake work that is more legitimately, if not also more efficiently done by the church, the family, society, nature, or by other agencies in the youth's environment. The second error is that we do not give to citizenship pre-eminence. As it is, training for citizenship is indirect, incidental, and subordinate; it of right ought to be in the schools of the State, direct, constant, specific, and pre-eminent.

Now I am persuaded that only when we narrow our aim to citizenship, concentrate all efforts upon attaining it, and give it pre-eminent place in every endeavor—that then only can we accomplish the duty expected and demanded of us by the State in the schools entrusted to our care.

The very fact that the school is supported by the State makes its legitimate aims only such as tend to promote the general welfare, rather than individual excellencies or advantages. The State demands that our pupils be trained to love their fellowmen, to labor for the common good, rather than for personal aggrandizement. The State would have co-operation, not competition. Competition is the life of trade, but it is an anti-republican sentiment, and it is the quintessence of selfishness. Innate selfishness will lead the pupil to strive for selfish ends, to possess the greatest wealth, the finest home; to surpass his fellows in public honor, in private gain, in every form of personal advantage. Education by the State must train the pupil to labor for the public good, to be jealous of the honor and good name of the State. The one finds expression in palatial homes, vast private estates, exclusive enjoyments; the other in magnificent public buildings, public art galleries, libraries and conservatories, improved roads and streets, comfortable homes, and healthful surroundings, and the comforts and necessities of life guaranteed to all. The one forgets the brotherhood of man in the development of self, the other forgets self in devoted efforts to elevate and ennoble the State, or develops self thereby the better to serve the State. The one aims at independence and exclusiveness, the other at service and brotherhood. "For most of us," says Dr. Stanley Hall, "the best education is that which makes of us the best and most obedient servants."

The pupil naturally aims to achieve his highest ideal, his highest destiny. We are interested in him and his glorious work, and in our zeal to help him, we take up with him the whole task, while ours is but part, and we are apt to overlook the very part that it is our imperative duty to perform. We think of scholarship rather than citizenship, we think of the success and enterprise of Carnegie, rather than of his philanthropy. We think of the fame of a Washington—how great and grand as father of his country—rather than of his consecrated patriotism, what he endured, how he suffered. We hold up reputation rather than character, the great man rather than the unknown hero, the heralded victory rather than the silent conquest; we do homage at the gilded shrine of success rather than at the hut of genuine worth.

The Greeks seem to have had more nearly the right motive and aim for public education —in those days when every citizen was competent to serve in any office, when their cities

were adorned with evidences of public munificence, and when every man was a patriot in arms to defend the State. Our modern courses of study and methods of teaching, at least, do not sufficiently emphasize, if they do not really ignore, the specific purpose for which the free school is maintained by the State. We aim to give our pupils a practical education, to give them an accurate knowledge of the English branches, and perhaps some manual skill in writing, drawing and mechanics. All this is desirable and necessary, and they are legitimate ends so far as they promote the highest interests of the State; but it is all subordinate work. We should first, and above all, concentrate upon inculcating the virtues of obedience, industry, benevolence, charity, honesty, truthfulness, every element of patriotism, every form of morality. "Love of country," says an eminent divine, "is as much a duty as love of God." The ideals we should hold forth are not personal wealth but philanthrophy, not political preferment but public service, not private gain but public good. It is true that Civil Government, History, School Discipline and other parts of our work, acquaint the pupil somewhat with the requirements and duties of citizenship, foster obedience to law, patriotism, respect for fellowmen, and some other essentials of good citizenship, but such results in almost every case are incidental. We claim that they should be the preëminent work of the school.

There is, however, one very important duty of the citizen that is almost entirely ignored. I refer to the duty of enforcing the law, I have looked in vain for a discussion, or even a statement, of this duty in several standard works on moral science and sociology, yet it must surely be one of the most imperative duties of the citizen, for the violators of the law are the State's worst enemies, and we must defend the State or perish with it.

The growing tendencies to view many forms of violations of the law with indifference, and even to admire the successful criminal, are among the greatest dangers that threaten the welfare of the State to-day. There are violations of Sunday laws, violations of liquor laws, profanity, violations of the peace, disregard of municipal regulations, crimes against the State on every side—not secret only, but open to view of all—that go unpunished for want of an informant. There is a man beating his horse: men hasten by, shuddering as they see the flesh of the helpless animal quivering in pain, horrified if they hear the awful blasphemy of the brutal master. "Why does not somebody have him arrested?" "Where is the agent of the humane society?" men say, and hurry on. Two men are quarreling on the street. A mob gathers to enjoy the affray. We wonder why some one does not report them for breaking the peace. We close our ears to their vile and indecent epithets and hasten on, our blood boiling with indignation that the police are never to be found where wanted—that the parsimony of the city government will expect one policeman to guard so vast a territory. Here is a case of maladministration in an important office. Every body knows that the office-holder has abused the trust committed to him and is guilty of an indictable offence, that certain evidence and proof of his guilt is at hand for any one that asks it; yet not a man volunteers to give the information and enter prosecution. One says, "Why does not the Grand Jury do it?" another, "Why does not the Judge?" another, "Why does not the District Attorney?—why does not some officer or some politician, why does not somebody prosecute him?" Now, whose business is it to bring information against the man that I see violating the law? It is *mine*. It is cowardly for me to delegate it to any other man. If I love the State I will do all in my power to preserve its laws inviolate, to keep its honor unsullied, to maintain the majesty of the law. It is as much your duty and mine to come to the defence of the State when its laws are violated, its regulations disregarded, as it was the duty of the patriots of other days to mark with their blood the hill-sides of Valley Forge or Gettysburg. You are jealous of the honor that shall be paid to the American flag on foreign shores, and you applaud to the echo the old soldier that knocked a man down for offering an insult to the Stars and Stripes; and yet in every community in this Commonwealth, I dare say, there may be found men acting in open defiance to the laws of the State, dishonoring the State, and insulting the flag of the nation, unrebuked and uncondemned. The courage of the true patriot is needed to-day as much as ever in the history of the nation.

But what is popular sentiment in regard to the man who reports dangerous walks, obstructed streets or pavements, the Sunday violation, the illegal liquor traffic, the profanity, or maladministration of office? He is considered a meddlesome crank, and denounced often even by reputable citizens. Popular sentiment like this is one of the greatest dangers that can confront a republic; it is the deadliest poison in the very life-blood of the State. Yet this very spirit is fostered in our public schools. A teacher scorns the tale-bearer; we turn with contempt from the informer. Tale-bearing, if we are loyal to the State, is the very thing we ought especially to encourage, if it is *prompted by the right motive*. I repeat, if it is prompted by the right motive. What is that motive? If it is envy, a desire to see a fellow pupil punished, it is wrong, contemptible, mean; but if the pupil is actuated by such a sense of right, by such a jealousy for the welfare and good name of the school, that he cannot endure to see a single regulation violated; if he has such love for the school that he is impelled against all fear of the criticism and violence of his comrades to rebuke the offender and report the offence, he is right, he is a hero, he is of the stuff of which the State's best citizens are made.

The vivid moral sense of a child expects immediate punishment for the wrong-doer, demands immediate vindication of justice. What is the effect on the youthful conscience when they see laws violated with impunity, justice defeated, the truth concealed, duties evaded, crimes ignored, and all these by the very au-

thorities whose duty it is to uphold justice, to enforce law, to proclaim truth, and to exact right.

The popular mind, too, is dangerously indifferent to the character of the men employed as our constabulary and police, not to mention executive officers of higher rank. It is notorious that the majority of our city police are foreign born, and that the constabulary of our small boroughs often attain their political prominence through some mental deficiency. It is notorious, too, that, even disregarding the vile innuendoes of a partisan press, there are in exalted positions in the land men whose character is disreputable, a disgrace to the nation, whose private life, if revealed, would bring the blush of shame to the face of every virtuous citizen. Rude, undignified conduct in legislative halls, the notorious debauchery of some of our public men, herald abroad in the eyes of the nations of the world, as characteristic of the American citizen, a lack of refinement, a want of self-control, a degree of licentiousness, unparalleled in the history of modern civilization. What a shame to select such men to uphold the majesty of the law, to guard the virtue of the State!

What teacher would entrust her school in time of peril to some weak-minded youth, or to some untried foreigner, or would delegate some burly ignoramus to punish all offenders? Constabulary and police should be men that deserve and receive the sincere respect of their fellow-men, even of criminals themselves. I would have pupils taught that it is an honor and a duty to serve the State in the lowest as well as the highest offices—there should be no high nor low—to serve the State in any capacity; and that every officer, from constable and policeman to the Governor himself, deserves respect and reverence, from the very fact that he represents the State.

The popular mind, further, is becoming dangerously apathetic to crime. Our great dailies depict so many crimes and casualties that eventually our feelings become callous. There is even a tendency to sympathize with and admire criminals of a certain class. The successful "crook" is the hero of some of our most popular and fascinating boys' stories. The crimes of others have a tendency to hasten our own degradation, and we justify our shortcomings in the knowledge that we are not still so bad as other men are, the most dangerous thought that can lodge in the human soul.

The effectiveness of punishment does not consist so much in the restraint of prison walls, the discomfort of prison rules and prison fare, the penalty of fines, the injury of the body, the fear of death, as in the consciousness of the disapprobation of one's fellow-men. The sharpest sting to the criminal comes when he discovers that his sentence is justified by his own conscience and that of other men, and is followed by the keenest self reproach and remorse. "The punishment of the State," says Dr. Porter, "however terrible it may be in every other respect, is never armed with its sharpest sting, till the sufferer becomes alive to the truth that that which he suffers not only expresses the disapprobation of his fellow-men, but that they justify themselves in this disapproval by their own consciences." It is notorious that some of the most despicable criminals have received from the hands of respectable women and prominent men every evidence of admiration and esteem. Lawlessness and impudence are the mistaken ideals of many a school-boy. The tendency of the age is to weaken what we term the national conscience. State lotteries, disregard of the rights of Indians, are but two of the many evidences of a dormant if not perverted political conscience. A national conscience defiled and perverted, popular sentiment endorsing violations of the law, will destroy the very possibility of government and induce the worst phase of anarchy.

The school is the nursery of public sentiment; it is the agency employed by the State for self-preservation, to develop citizens, brave, loyal, useful, honest, and true. The fact that in the lines of enforcing the law, punishing offenders, and in maintaining the good name of the State, popular sentiment militates against the best and highest interests of the State, demonstrates clearly and forcibly that the school is not accomplishing its mission, is not doing its whole duty. I am not advocating severe punishment. Punishment should be reformatory. Get the popular sentiment to hate crime in every shape and color, to despise the criminal that glories in his crime, and crime will be less frequent and aggressive. Arouse the national conscience, and the dens of infamy will be destroyed, and good government will triumph.

The next point to which I wish to call your attention is the standpoint from which all this work is to be undertaken.

We concentrate upon training the intellect. I believe that the highest and best education, especially that of the State, demands first, above all, the culture of the Will. Accurate knowledge, strong feeling, and sound physique, are all good and necessary for the best citizenship, but they are all properly subordinate to right volitions to good conduct. The training of the body has place only because, as the German educators say, the weaker the body the more it commands; the stronger, the more it obeys. The training of the intellect has place only as it ministers to the end of developing the will, and preparing for better citizenship. Schopenhauer says, "Man is two-thirds will and only one-third intellect," Robertson, that "Doing is an essential organ of knowing," Kant, that "The only good thing in the universe is a good will," Matthew Arnold, that "Conduct is three-fourths of life," and Maudsley, that "Both history and character are written in the habits of the muscles which constitute about one half the human body, and are pre-eminently organs of will." If Will is then pre-eminent in the human organism, it certainly demands the first place in any system of instruction. Men must be trained to act. To know is nothing, unless there is action or inhibition of action.

Great good has been accomplished and greater good is yet to be accomplished by the compulsory study of hygienic physiology; but far greater good would be accomplished, if the same degree of skill and energy were used in training the pupil to exercise the Will in controlling his appetites and passions. To know that alcohol is poison, tobacco injurious, will not overcome the temptation to use them. Men seldom sin through ignorance, save the sins we know not of. An educated rascal is the worst kind of rascal. It is one thing to know, another to do. We doubt whether a boy ever began to chew, or to smoke, or to drink, whether he ever began any bad habit, but that his conscience or his good sense warned him that he was doing himself an injury. Bad habits are formed not through deficient training of the intellect, but through defective will culture.

It is said, "Knowledge is power." Knowledge is an acquisition or result of mental force; it may be a sign of power, it may represent a form of latent energy, but knowledge is not power. Will is potential energy. It is one thing for a man to believe that he ought to do a certain thing, another for him to do it; one thing for him to recognize duty, another to perform it. "The spirit is willing, but the flesh is weak." Every man can say with St. Paul, "What I would I do not, but what I would not that I do." We must educate, not only for right knowing, but for right doing; not only to hate evil, but to avoid it.

It is not for me now to make any extended argument to show why the culture of the will should be the pre-eminent work of the public school. Nor need I take time to show what radical changes might follow in the work of teaching, as well as in the aim of the school. It is fascinating to study how radically different are our methods in teaching even the common branches, according as we make the will or the intellect the object of development. In one we aim at correct habits, in the other at correct information. In one we intentionally interpose difficulties, that the pupil may acquire the strength to overcome them. In the other we remove difficulties, that the pupil may hasten on without delay. In the one we seek the cultivation of a correct reading habit, in the other an extended knowledge of the best literature; in the one the ability to hold in firm mental grasp the complex relations of an old-fashioned problem in mental arithmetic, in the other a speedy solution by an algebraic equation of two unknown quantities; in one the ability to think out and comprehend a theme and put it into logical form with its parts in harmonious relation, as in an essay or oration, in the other to point out clearly the rhythm and sentiment of a poem of Longfellow, or to construct the paragraphs of a Carlyle.

I cannot take time to discuss educational values, to watch the changes even in the specific and tonic effect of each branch, if studied or taught with culture of the will in view.

It is one of the dangerous results of the sentimental education of the times, that the harrowing incidents of the daily press, the pathetic recitals of the novel, the touching tales of Sunday School books, arouse the emotions, appeal to the sympathies without giving opportunities for action. Men and women can be generous without giving, feel pity without having compassion, and sympathize without alleviating. There is no quicker way to destroy the nobility of the will, than to arouse noble impulses, and let them die without consequent noble or benevolent action. Our courses of study should be so changed as to give pre-eminence to work that disciplines the will, and especially to those branches or exercises that will train for citizenship; and this specific purpose should permeate every effort put forth in every school-room in the land, the ideal of perfect citizens of the perfect republic.

The great problem is not to teach pupils what to believe, but to get them to act in accordance with that belief; not simply to know what is right, but to do what is right; not simply to know what is wrong, but to resist what is wrong; not simply to imagine a high ideal, but to climb up to it; not simply to know the truth, but to live it. For Church and State, the best exemplar is still the Great Teacher of Galilee. The very cardinal principle of His going about, and of His doing good, was the highest culture of the will; and in all His teachings, the appeal to the will, the motive to act, is supreme.

Culture of the will demands no extended discourse; no amplified moral science, no overwhelming reason. "It is intensive, not extensive." Do right, because it is right. Motto and precept crystallize the motives for the will, and more than this is dangerous.

It is not for me to begin a panegyric upon the Utopian era that shall dawn when the schools of the State shall educate for the State. Let the ideal of the perfect citizen be the goal of endeavor for teacher and pupil, in every school room; let the thought of the best things for the good of the State, and the glory of the republic, permeate every effort made, every duty assigned, every task begun; and our youth will become citizens the best the world has ever known, the name of the State will be exalted, anarchy and misrule will disappear as the mist, the dispute of labor and capital shall cease, Church and State will act in harmony for the highest good of men, the corner-stone of the State will be the brotherhood of man, and its watchword Love.

In conclusion, I again call attention to these propositions: The legitimate aim of education by the State is Citizenship. It is the duty of every citizen to enforce the laws. All education by the State should centre in the Will.

HEREDITY AND ENVIRONMENT.

Dr. Z. X. SNYDER: Knowing that I could not be with you at the time called for by the programme, I so notified the committee, and did not prepare a paper. Finding that the subject was postponed until to day, I will try to say a few words

upon it. There is a tendency in all things to remain constant. Eliminate all force, and everything would remain just as it is. All changes in the inorganic world are due to persistence of force; in the organic the law is the same, though the operation and the forces themselves are different. Why should the law not hold good in the mental world as well as in the plant and the animal? We believe it does—that everything would remain as it is, unless affected by some force from without. So we have the old and the new — heredity and environment — acting and reacting one upon the other. As the old world of matter was without form and void till the new was breathed upon it and order evolved from chaos, so is it throughout. We take the old wild-apple stock, whose fruit was bitter or tasteless, add the elements of culture and fertilization, and produce the Rambo and Maiden's Blush. The old principle remains, heredity takes care of that; but we modify its operation by changing the environment. So again in the mental world: every thought has in it elements of old and new. You see it in the invention of machines; the sickle survives in every reaper, the consumption of carbon persists from the primitive fagot to the electric arc, in the production of light. All along the line, it is the increment of the old that we call the new.

Education as a science involves principles, methods, devices; its processes are based upon activity of the physical, mental, moral, religious nature; the results are knowledge, power, skill. How simple that seems! yet before the Greeks there was no conception of it—the olden nations had no science of education, no process based on activity, therefore no result. The Greek system tended to free the mind, and looked to its disciplinary activity, but neglected the practical side; the Romans ran off entirely on practical lines. Either of them, compared with the past, might have claimed the designation of "the new education." Christianity introduced a new element, but after a while the Church, which was the custodian of education, lapsed into the mere memory line again, and learning was obscured by rites and ceremonies. It is at the beginning of the Reformation that we find Erasmus and others working out clearer notions about education—the dawnings of science, process, method; then came Lord Bacon, who probably advanced the science more than anybody else and the evolution since then is matter of familiar knowledge. Every transition has been made by adding to the old—the new was the increment. The science of education demands a knowledge of the principles of psychology; the processes of education require ability to adapt these principles to the material and conditions of work, to invent methods; and in the practical working of these methods, you need devices to stimulate mental activity. To this class of devices belong the putty maps, paper foldings, blocks, etc. We have come upon another transition period, when the old ideas of six or eight hundred years ago are abroad in new clothes—and that is what there is of the "new education," and no more. The Kindergarten and manual training school are working along the old line of sense-training plead for by the older educators, and we call it "new." It matters little what we call it, to be sure, provided we recognize the evolution, the continuity, the interdependence of what we call the old and the new. Meanwhile, it may not be out of place to drop a word of caution for those teachers who are so careless in the use of terms as to call mere stimulating devices "methods."

REPORT ON ELECTION.

Supt. HARPEL, from the Committee on Election, reported the following members chosen as next year's Executive Committee —names placed in the order of number of votes received: H. W. Fisher, M. G. Brumbaugh, Elizabeth Lloyd, Jos. S. Walton, Geo. W. Hull. They were declared elected.

LAST YEAR'S ACCOUNTS.

Prof. COUGHLIN reported from the Auditing Committee, finding last year's accounts correct as follows:

Receipts and expenditures of meeting held at Altoona, July, 1889.

RESOURCES.

Cash on hand as per last report . . .	$143 95
Proceeds from Mr. Horr's lecture . .	18 00
Membership fees.	344 00
Total resources	$505 95

EXPENDITURES.

Officers of Association (secretary, $10; treasurer, $10, and ticket agent, $85.23)	$105 23
Expenses of Executive Committee, including freight on exhibits.	89 77
Lecturers, music, etc.	93 25
Reporter	62 46
Rent of hall	84 50
Printing.	28 75
Total expenditures	$463 96

Total resources	$505 95
" expenditures	463 96
Balance on hand	$41 99

Receipts at Altoona	$362 00
Expenditures at Altoona	463 96
Deficit at Altoona	$101 96

The report was adopted, and the Committee discharged.

FINANCIAL.

Prof. FISHER stated that the Association would leave Mauch Chunk $200 in debt, and the chairman of the Executive Committee would like to know what security he would have against an early visit from the Sheriff of Bedford county at the opening session in 1891. For some years our balance in the Treasury has been decreasing; now it is wiped out, and a deficit appears instead. What are you going to do in regard to it?

Prof. COUGHLIN: As one of the Auditors, seeing the state of affairs, I scrutinized closely the character of the expenditures, with a view to suggesting proper points at which to begin the necessary retrenchment. It has been customary to bring here one or two popular lecturers, expecting to capture the community; but as a business transaction it has not been a good investment. It seems to some of us that if a Lecture Bureau sends men here to advertise themselves before the Superintendents for Institute engagements, the Bureau should pay their expenses. We are ready to pay our share for the legitimate support of the Association, be it $1, $2, or $5; but we should economize in the matter of entertainment.

Dr. SNYDER: I think one thing is clear. The debt ought to be met now. We made it—let us pay it: we have no right to make future members pay our debts.

After considerable discussion, Prof. SPAYD renewed his proposition to be one of ten life members, and so relieve the treasury. More than the required number were promptly offered, as will appear later.

Miss LLOYD said she supposed there would be no objection to any member donating an extra dollar toward meeting this deficit. She was willing to do so much, and no doubt others were also.

The result of this discussion appears in the following statement, which is received from the Treasurer, Prof. D. S. KECK. The total of expenses here given does not include some small bills not yet presented at the time when this statement was made.

FINANCIAL STATEMENT OF MAUCH CHUNK MEETING.

Resources.

Cash on hand		$41 99
Hedley's Lecture		12 00
Wendling's		46 50
Donation.		
Elizabeth Lloyd, Doylestown	$1 10	
J. C. Lang, Scranton	1 00	
J. S. Walton, Ercildoun	1 00	
Ella Herrick, Emporium	1 00	
R. M. McNeal, Steelton	1 00	
Mary E. Eagle, Bristol	1 00	
D. M. Sensenig, West Chester	1 00	
Mina Bartlet, Cressona	1 00	
Beata Bartlet, Cressona	1 00	
Mrs. R. H. Verlenden, Darby	1 00	
		10 10
Life Membership Certificates.		
H. H. Spayd, Minersville	$10 00	
E. Oram Lyte, Millersville	10 00	
David S. Keck, Kutztown	10 00	
Jeremiah M. Hoffman, Cressona	10 00	
Theo. B. Noss, California	10 00	
M. G. Brumbaugh, Huntingdon	10 00	
Geo. M. Philips, West Chester	10 00	
Z. X. Snyder, Indiana	10 00	
Geo. W. Phillips, Scranton	10 00	
Geo. W. Weiss, Schuylkill Haven	10 00	
J. H. Michener, Philadelphia	10 00	
James M. Coughlin, Kingston	10 00	
J. P. McCaskey, Lancaster	10 00	
		130 00
Membership Fees		374 00
Total receipts		$614 59
Total expenditures *to date, July* 26		646 83
Deficit		$32 24

The "cash on hand," "donations" and receipts for "Life Membership Certificates" ($182.09) should not be counted under the *ordinary* receipts—hence the *regular* receipts were only $432.50, while the expenses (and the bills are not all in yet) paid up to date (July 26) were $646.83. Thus you will see that the *regular* receipts at Mauch Chunk are $214.33 less than the expenses.

Total attendance of members was 376, two (Messrs. Passmore and Brooks) former life members included.

DISTRICT SUPERVISION.

Dr. LYTE reported from the Committee on Legislation, with the recommendation that they be adopted, the following resolutions, which were unanimously agreed to by the Association.

Resolved, 1, That it is the sense of this Association that a law should be enacted by the Legislature, providing for district supervision of public schools.

2, That the Committee on Legislation of this Association be, and hereby is, instructed to

endeavor to secure the passage of a bill by the Legislature, providing for such supervision.

RESOLUTIONS.

Prof. ECKELS, from the Committee on Resolutions, reported the following, which were adopted as a whole, without discussion, by the Association:

Resolved, That we are greatly indebted to the Town Council and to the School Board of Mauch Chunk for the free use of the Town Hall and Public School building.

Resolved, That our thanks are due President R. M. McNeal, the Executive Committee, and the other officers of the Association, for their earnest and intelligent efforts in the discharge of their duties.

Resolved, That we appreciate the care and labor bestowed upon the papers and addresses presented to the Association, and that we have greatly enjoyed the musical entertainment of the sessions, as well as the evening lectures.

Resolved, That in the death of Dr. E. E. Higbee, the State has lost the service of an honest, able, and devoted public official, the Nation an educator of broad and liberal ideas, and the world a Christian scholar and a Christian gentleman.

Resolved, That we heartily endorse the appointment of Dr. D. J. Waller, Jr., as Superintendent of Public Instruction, and we pledge the Association to an earnest co-operation in all his efforts to promote the efficiency of our schools.

Resolved, That we deprecate the action of many school boards in applying the increased appropriation to the relief of local taxation instead of to the increase of salaries.

Resolved, That we hereby affirm our faith in the beneficial influence of public school libraries, and we hope the day is near when they will be found in all our schools.

Resolved, That the New Education, so far as it is in harmony with sound and well-established principles of instruction and development, shall receive the encouragement and approval of this Association; but we deplore the cant and fallacies for which it is made responsible by some of its extreme and visionary devotees.

Resolved, That the exhibits presented to the Association give evidence of greater efficiency in the methods and a more thorough comprehension of the principles of education among the teachers of our State; and we compliment the committee on the results of their work.

STATE APPROPRIATION.

DR. NOSS offered the following resolution, which was unanimously adopted:

Resolved, That this Association endorse most heartily the action of the last Legislature in increasing the annual appropriation to the Common Schools to two million dollars.

LIMITING MEMBERSHIP.

Dr. BUEHRLE, in view of the lateness of the hour, agreed to allow his proposed amendment to the Constitution (limiting the membership of the Association to teachers and school officers) to go over to next session for consideration and action.

The afternoon session then closed, with instructions that the Association assemble in the Pavilion at Glen Onoko at 8 p. m., for which point, but two miles distant, it was announced that trains would be running every thirty minutes.

THURSDAY EVENING.

BEFORE the hour of opening, the Glen was illuminated and crowds of visitors from every direction poured in. By eight o'clock there was scarcely standing room in the Pavilion, and thousands of people were present elsewhere upon the grounds.

The exercises consisted of recitations by Miss Dalymple and Prof. Gregory, songs by Miss Wilson, and a humorous address by Dep. Supt. Houck, interspersed with patriotic songs—all of which were warmly applauded by the audience.

At the close of Mr. Houck's address, President McNEAL said the time had come to say the last word of the session. He was sure he only voiced the sentiment of all in attendance when he pronounced this one of the most successful sessions ever held. We were royally welcomed by this community, and the promises made were magnificently redeemed. The programme was wisely arranged; absentees were unusually few. He felt like congratulating himself upon the good fortune of being called to preside over so pleasant and profitable a meeting. He would now perform his only remaining official duty, in introducing to the Association his honored successor, Dr. G. M. PHILIPS, of West Chester.

Dr. PHILIPS: I will only say to my fellow-members and friends that I gratefully appreciate the honor conferred on me in being chosen to fill this important position. They have my promise that I will do my best to discharge its duties properly. And now, hoping to meet you all next year at Bedford, we will close in the time-honored form.

The Long Metre Doxology was sung, and the Association adjourned to meet next year at Bedford, at the call of the Executive Committee.

MEMBERS IN ATTENDANCE.

ALLEGHENY—3.
Samuel Hamilton,
H. W. Fisher,
J. E. Brockway.

BEDFORD—1.
E. E. McCurdy.

BERKS—17.
Wm. M. Zechman,
Samuel A. Baer,
David S. Keck,*
Sue H. Kaufman,
May Helene Kelly,
Christopher Noss,
Clara M. Leaver,
Laura A Leaver,
Mary Heins,
James M. Kelly,
George Z. Hunter,
F. K. Bernd,
James M. Batteiger,
Emma Grim.
Howard L. Reber,
A. Lizzie Radford,
H. Oram Hine.

BLAIR—3.
Henry S. Wertz,
D. S. Keith,
J. G. Schucker.

BRADFORD—5.
G. W. Ryan,
E. E. Quinlan,
L. E. Rowley,
C. P. Garrison,
Daniel Fleisher.

BUCKS—20.
W. H. Slotter,
Mrs. R. F. Slotter,
Elizabeth Lloyd,
Mary H. Walter,
Mattie L. Walter,
W. Illick Young,
Sallie E. Twining,
S. H. Scarborough,
Margaret J. Moffat,
Alice Mills,
J. F. Hendricks,
Maggie Barrett,
Mary E. Eagle,
M. Luther Horne,
C. E. Hindenach,
S. H. Phillips,
Henry Benner,
Emily Hart,
Hannah G. Clark,
E. W. Martindell.

BUTLER—2.
E. Mackey,
Lillian E. Johnson.

CAMERON—1.
Supt. Ella Herrick.

CARBON—73.
T. A. Snyder,
Mrs. T. A. Snyder,
M. Elizabeth Fisher,
Gertrude Sprague,
Helen Merrick,
Maria E. Fisher,
M. H. Christman,
Jennie Williams,
F. X. Cannon,
Emma E. Conner,
Aggie R. Hauk,
Lizzie Bacon,
Mary E. Boyle,
Mary E. Scott,
H. D. Lentz,
Ellen Gallagher,
Reathie Ross,
William Schlegel,
Mrs. Wm. Schlegel,
J. P. Stahl,
Mrs. J. P. Stahl,
John C. Dolan,
Mrs. John C. Dolan,
J. C. Sandharr,
Mrs. J. C. Sandharr,
L. L. Hultzheiser,
Mrs. L. L. Hultzheiser,
John H. Faga,
Elmer F. Keiser,
Dora B. Rosenstock,
Lillie Davis,
F. J. Stettler,
Mary L. Whitehead,
M. Alice Mantz,
Elizabeth A. Sterling,
J. M. Weyhenmeyer,
P. E. Rauchenberger,
Horace D. Heydt,
W. E. Bevan,
Bridget Welsh,
Minnie Moser,
Grace Gallagher,
C. B. Leonard,
Harriet H. Baldwin,
Flo Ross,
May R. Harris,
James J. Bevan,
Geo. W. Hemminger,
Neal Dever,
Carrie Ibach,
Ella McHugh,
James Boyle,
Katie Boyle,
Hattie Evans,
Sarah J. Ward,
Sue W. Cole,
Mary C. Brady,
Sarah J. Shovelin,
Nora Clarke,
Kattie McGorry,
Hattie L. Koons,
James Brislen,
Alvenia L. Montz,
Fannie Ingersoll,
Alice McLaughlin,
William McLaughlin,
Katie McGinley,
M. J. Mulhall,
Mary Rapp,
D. A. L. Davis,
A. S. Beisel,
Lura Boyer,
Lettie R. Early.

CENTRE—2.
David O. Etters,
D. M. Lieb.

CHESTER—27.
J. S. Walton,
Mrs. J. S. Walton,
Addison Jones,
George M. Philips,*
D. M. Sensenig,
H. F. Leister,
George L. Maris,
Henry F. Cutler,
Joe Palmer,
Mss. Joe Palmer,
Mattie A. Ross,
Emilie E. Palmer,
Sallie K. Velotte,
M. Emma Ramsey,
Emilie Stamp,
M. E. Speakman,
H. M. Darlington,
R. Pauline Wilson,
A. T. Smith,
Mary L. Blackburn,
Mary E. Wells,
Maggie M. Terry,
Lydia C. Skelton,
Mary G. Hoopes,
O. D. Frederick,
Alice Faddis,
Lucretia Faddis.

CLARION—1.
W. W. Deatrick.

CLEARFIELD—1.
M. L. McQuown.

CLINTON—2.
D. M. Brungard,
John A. Robb.

COLUMBIA—11.
Wm. C. Johnston,
D. J. Waller, Jr.,
Mrs. D. J. Waller, Jr.,
William Noetling,
Judson P. Welsh,
J. S. Grimes,
Evelyn C. Dechant,
Enola B. Guie,
C. Ernest Dechant,
J. G. Cope,
Mrs. J. G. Cope.

CUMBERLAND—1.
G. M. D. Eckels.

DAUPHIN—9.
R. M. McNeal,
L. E. McGinnes,
Mrs. L. E. McGinnes,
J. Ezra Foltz,
Ella Foltz,
J. H. Keener,
Ettie Carl,
Jennie D. Coble,
S. C. Cooper.

DELAWARE—20.
A. G. C. Smith,
Mary L. Dunn,
Louise Stern,
R. Ada Simmons,
Alice Jacobs,
Barbara Davis,
Edith A. Davis,
Ella W. Laverty,
Cilla A. Simpson,
Mrs. R. H. Verlenden,
Charles F. Foster,
E. B. Davidson,
Ella Eves,
Leon H. Watters,
George Gilbert,
Mary A. Sipler,
Hannah Thompson,
Sarah L. Hallowell,
Florence Williams,
Clara B. Waite.

FRANKLIN—2.
F. H. Slyder,
J. L. McCaskey.

HUNTINGDON—2.
M. G. Brumbaugh,*
L. S. Shimmel.

INDIANA—1.
Z. X. Snyder.*

LACKAWANNA—3.
Geo. W. Phillips,*
J. C. Lang,
James F. Judge.

LANCASTER—24.
M. J. Brecht,
R. K. Buehrle,
S. H. Hoffman,
E. O. Lyte,*
J. P. McCaskey,*
George W. Hull,
J. D. Pyott,
A. E. Gehman,
Annie S. Brown,
Albert E. Maltby,
R. R. Pleam,
Mrs. R. R. Pleam,
Sarah H. Gilbert,
Amanda Landes,
George F. Mull,
Mary Martin,
S. W. Minnich,
Mary E. Palmer,
Annie C. Rathvon,
Sarah Dengler,
William Riddle,
Anna Lyle,
Mary A. Dougherty,
Emma L. Downey.

LAWRENCE—1.
John Q. Stewart.

LEBANON—17.
J. W. Snoke,
Cyrus Boger,
Henry Houck,
C. E. Altenderfer,
William C. Schaeffer,
George W. Bowman,
Anna M. Saylor,
R. Emma Witmer,
Virgie Witmer,
Ida Kreider,
Elizab'h Brotherline,
Sybil Harpel,
A. R. Lutz,
Samuel Haak,
H. F. Stauffer,
A. V. Hiester,
Nathan M. Balliet.

LEHIGH—18.
J. O. Knauss,
L. B. Landis,
T. W. Bevan,
A. R. Horne,
C. J. Everett,
Lillie Williams,
Kate McV. Smith,
A. S. Grammes,
Ella T. Gabriel,
Lizzie G. Love,
H. S. Moyer,
Hattie A. Bitterling,
Sallie Brobst,
Tevillia E. Knauss,
S. L. Kistler,
E. A. Snyder,
H. B. Goundie,
Jacob J. Unger.

LUZERNE—29.
T. B. Harrison,
D. B. Gildea,
Joseph H. Jones,
D. A. Harman,
James M. Coughlin,*
A. W. Potter,
M. M. Stephenson,
Anna M. Wetterau,
Anna C. Lubrecht,
B. A. Breslin,
Ella M. Sweeny,
Albert Breithaupt,
T. J. McCannon,
May Reagan,
L. P. Bierly,
Eva M. Deitrick,
E. I. Wolfe,
Lewis Wetterau,
Minnie Wiegand,
Dora Billman,
P. J. Gough,
Tillie Lindsay,
P. F. Fallon,
Mrs. Etta McCarthy,
Mary Bynon,

R. R. Jones,
Annie Lindsay,
Emma Schaffer,
Kate A. O'Donnell.

LYCOMING—3.

S. Transeau,
A. F. Stauffer,
Martha B. Cole.

MONTGOMERY—11.

R. F. Hoffecker,
J. K. Gotwals,
W. W. Rupert,
Mary E. Fox,
S. H. Orr,
Ella L. Stam,
Annie M. Goshen,
Jerry March,
Emma Deal,
H. E. Bean,
Alice Casselberry.

NORTHAMPTON—6.

William F. Hoch,
J. H. Hamilton,
E. M. Hyde,
R. H. Schaeffer,
J. E. Stocker,
C. T. Bender.

NORTHUMBERL'D—2.

W. F. Harpel,
H. C. Taggart.

PERRY—1.

E. U. Aumiller.

PHILADELPHIA—17.

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Albert N. Raub,
J. H. Michener,*
J. Fletcher Sickel,
J. A. M. Passmore,*
C. F. Michener,
G. W. M. Hanley,
A. P. Flint,
T. W. Gilson,
A. H. Campbell,
F. B. Wonsetler,
R. L. Hallowell,
Jessie Dalrymple,
Minnie M. Jones,
W. L. Balentine,
E. Burke,
Charles H. Brelsford.

SCHUYLKILL—14.

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B. F. Patterson,
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Jesse Newlin,
J. M. Hoffman,
Thed. Pershing,
Clara E. Matter,
D. H. Christ,
Sadie Mundy,
Kate O'Donnell,
Annie Stewart,
Frank S. Miller,
John I. Mathias,
Estelle Williams.

SNYDER—1.

C. W. Herman.

SULLIVAN—1.

M. R. Black.

SUSQUEHANNA—3.

B. E. James,
Lottie Stone,
E. J. Brewster.

TIOGA—4.

Henry E. Raesly,
Ella McInroy,
Carrie J. Hastings,
Rose Judge.

VENANGO—1.

A. F. K. Krout.

WASHINGTON—1.

Theo. B. Noss.*

WAYNE—2.

Jas. H. Kennedy,
Mrs. J. H. Kennedy.

WESTMORELAND—4.

George H. Hugus,
D. B. Replogle,
N. M. Fennerman,
Alberta Cline.

YORK—1.

H. C. Brenneman.

OTHER STATES—8.

Kate McClement, Missouri,
H. L. Slayton, New York,
H. T. Dawson, New York,
Wilson L. Gill, New York,
W. C. Glass, New York,
N. O. Wilhelm, New York,
Anna M. Fell, New Jersey,
F. T. Oldt, Illinois.

Total enrolled, 376, Life Members included.

* Life Members.

THE ROSY CROWN.

C. M. VON WEBER.
Words by D. DUTTON.

1. A ro - sy crown we twine for thee, Of Flo - ra's rich - est treas - ure, We
2. The myr - tle, thyme, and eg - lan - tine, One blend - ed wreath dis - clo - ses; And

lead thee forth to dance and glee, To mirth and youthful pleas - ure.
bid their frangrant breath combine With these em-blushing ro - ses.
} Take, O take the

ro - sy, the ro- sy crown, Take, O take the ro - sy, the ro - sy crown.

3. We bade the fairest flowers that grow,
Their varied tribute render,
To shine above that brow of snow,
In all their sunny splendor.
Take, O take, etc.

4. Then deign to wear the wreath we twine,
Thy beauteous ringlets shading;
And be its charms a type of thine,
In all except their fading.
Take, O take, etc.

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ELNATHAN ELISHA HIGBEE: IN MEMORIAM.*

BY NATHAN C. SCHAEFFER.

DURING the past year, the National Council of Education as well as the profession of teaching lost one of its brightest ornaments in the death of Rev. E. E. Higbee, D. D., LL.D., late State Superintendent of Public Instruction in Pennsylvania.

He was born March 27, 1830, about six miles from Burlington, Vermont. His father was a man noted for force of character, fond of good literature, especially of Burke's orations, and a staunch defender of the agricultural interests of the Green Mountain State. The talent, the literary taste, the power of clear, incisive statement, and the fearless devotion to what he believed to be right, which characterized the father, were inherited by the son, and more fully developed by careful education and by a very varied career in life.

Having been graduated with honor by the University of Vermont at the age of nineteen, he went to Maryland to teach school. Diverted from the study of the law by certain articles in the *Mercersburg Review*, and through the influence of his sister and brother-in-law, he joined the Reformed Church, entered the Theological Seminary at Mercersburg, Pa., where he enjoyed the tuition of Drs. Nevin and Schaff, and in 1854 was licensed to preach the gospel by the Maryland Classis. For a time he taught in the High School at Lancastêr, Pa. and then accepted a call to the Congregational church at Bethel, Vermont. Returning after a few years to the church of his first love, he preached for a time at Emmitsburg, Maryland, where he had formerly been private tutor in the family of Hon. Joshua Motter, among whose daughters he found his noble helpmate through life. In 1859, he accepted a call to Tiffin, Ohio, where he became pastor of the First Reformed church and Professor of Latin and Greek in Heidelberg College. In 1862, he went to Pittsburgh as pastor of Grace church, and in 1864, at the age of thirty-four, he was called to Mercersburg to succeed Dr. Schaff in the department of Church History and Exegesis.

It was at Mercersburg that the writer first learned to know him. He astonished the students in various ways. While suffering from hay-fever he frequently occupied himself in tracing mathematical curves of the higher orders, or in talking of the beauties of the Greek verb. Full of eccentricities, he never tried to hide his faults or his sufferings, and yet his lectures were a well-spring of inspiration for his auditors. They abounded not only in all kinds of learning,

*Read before the National Council of the National Educational Association, July 8, 1890, at St Paul, Minnesota. In introducing his paper Dr. Schaeffer said, "I have not written nor can I speak all that a pupil would desire to write or speak concerning his revered preceptor. But I am required under the rules to keep within a certian limit, and will endeavor in a brief manner to sketch the career of one of the most remarkable educators of modern times."

but also in seed thoughts that afterwards sprouted and grew into sermons. Daily the students came away from him with new impulses to study and investigation. His influence widened their reading, deepened their thinking, increased their zeal in studying the Scriptures, and stimulated their desire to preach Christ and Him crucified. Subsequent study abroad convinced the writer that the universities of Berlin, Leipsic, and Tübingen, whilst they could boast of more thorough specialists, did not possess his superior as a lecturer and inspirer of young men.

When the Theological Seminary was removed to Lancaster—a measure to which he was opposed—he resigned his professorship in the Seminary and accepted a chair in the college at a lower salary. As President of this struggling institution he was obliged to teach in different departments, and in fact to review his whole College course. This widened his scholarship and gave him almost unlimited power over the young men whom he trained. No head of a large institution can hope to exert such a moulding influence upon the students entrusted to his care. For the most part, Dr. Higbee was idolized by his students: his kindness and frankness won their hearts; they listened with rapture to his discourses; he was the oracle whose utterances were never questioned. In their eyes, he was a linguist, a mathematician, a scientist, a philosopher, a theologian, a historian, an orator and a poet—all combined in one. Had his magnificent powers been concentrated upon a single specialty, he might have rendered therein services that would have been acknowledged in every clime and tongue. Great honor is accorded to the man who consecrates his time and talent to the work of extending the boundaries of human knowledge in some special direction, but greater honor is due to the man who devotes equally brilliant talents to the training and development of immortal minds. Schleiermacher says, in his address on Frederick the Great, that men are great in the degree and to the extent that they exert a moulding influence upon their fellow-men. In this respect Dr. Higbee was greater at Mercersburg than was Dr. Arnold at Rugby.

It was during his residence at Mercersburg that Dr. Higbee became one of a committee of three to prepare a book of "Hymns for the Reformed Church." The book in its present form would have been an impossibility, had he not first made such a thorough study of the pericopes and of the theory and construction of the Church year upon which the collection was to be based. It contains several hymns of his own composition. By thus furnishing the materials for the devotions of his fellow-Christians, he is exerting an influence that may well excite the envy of the most successful compiler of text-books.

The character of man is developed and perfected through trials, conflicts and disappointments. The College that had been founded on faith rather than on cash, ultimately went down in spite of Dr. Higbee's herculean efforts. There were periods in his life when he ate his bread in tears, and when there was no meat in the house. But he never lost his trust in Providence. In one of the darkest hours he said, "Something is coming—I feel it—God will not forsake us!" Something *did* come. Gov. Hoyt selected him to be State Superintendent of Public Instruction. In ways that were marvelous and altogether unforeseen, Providence had prepared him for a new and wider field of usefulness.

When he entered upon his duties as State Superintendent, one of his friends expressed to him the fear that a man "troubled with ideas" might not succeed in mastering the details of a great school system, and thus be too prone to inaugurate changes. Leaving details to his subordinates, he studied the salient features of the system until he became exceedingly conservative in all the changes he recommended. At Mercersburg he sometimes condemned the public school system in severe terms; but as he grew more familiar with its workings and results, he discovered that its merits were greater than its defects, and at last no one was a more eloquent advocate of the Pennsylvania system of Public Instruction, although he never ceased to call the attention of teachers and directors to their short-comings and failures. By his eloquent addresses at teachers' institutes all over the State, and by his incessant labors in season and out of season, he brought about the building of better school houses, the planting of many thousands of shade trees, the lengthening of the school term, and an increase of the school appropriation from the general treasury of the Commonwealth from one million to two millions of dollars. It was his ambition to have this amount increased to three millions, and if he had lived he would in no long time have achieved this result.

It is to be regretted that he never put

into book form his ideas on the mutual relations of pupil and teacher. For him the aim of true education was to *unsense the mind and to unself the will.* On the last day on which he was conscious, he spoke of a book which he contemplated writing on this subject—a book that would have set "concrete" teaching in its true light, and saved our younger teachers from a multitude of errors. As editor of *The Pennsylvania School Journal* he wrote a good deal. One obstacle to the productivity of his pen, however, was that he saw on all sides problems requiring solution and generally felt satisfied if he had a solution for himself. He seldom stopped to formulate and mediate such solutions for the benefit of others, because he was continually lured to new fields of investigation.

The crusade which was inaugurated against him during his second term made him a hero and a martyr. Of the merits and demerits of the agitation which sprang up in connection with the Soldiers' Orphan Schools, this is neither the time nor the place to speak. Through the influence of one of the larger Philadelphia dailies, the press of the State was almost without exception arrayed against him. For a time he was made to suffer intensely for the sins of others. His vindication came in due time. The storm of persecution which had darkened the air gradually spent its force, and men began to see things in a clearer light. The Commissioners appointed by the Legislature voiced the convictions of the teachers and of the public generally when they stated that as Superintendent of the Soldiers' Orphan Schools "he was honest, capable, and untiring in his efforts in the interest of the children," and that "with motives pure and conscience void of offence he performed his duties in connection therewith."

With the change of administration a gentleman of maturer years became the Chief Executive. Gov. Beaver, after a careful survey of the educational interests so dear to his heart, came to the conclusion that he could not serve the children of the Commonwealth better than by reappointing Dr. Higbee for a third term as Superintendent of Public Instruction. The anxieties, the persecutions, the slanders which he had endured with the courage of a martyr, had sapped his strength and broken his health. The cheerfulness of former days never returned, although he entered upon his new term with all the vigor that his resolute soul could summon for the work. He labored at his mission while consciousness lasted. His last working day was spent at Mifflintown, where he lectured with his usual fire, and eloquently advocated the establishment of school libraries. At high noon of that day, he woke as from a reverie, exclaiming, "Thank the Lord, I am getting stronger!" How little man knows himself! That evening while waiting for the train, he had a stroke of paralysis from which he never recovered. He was taken to the home of his son-in-law, Prof. G. F. Mull, at Lancaster, where he died on Friday, Dec. 13, 1889, although practically dead fifty-six hours before his heart finally ceased to beat—a most impressive example of the protest of nature against dissolution.

His last act was to urge a boy to learn a trade and develop the skill of the hand. It was a fitting close to a life devoted to the education of the young. In all ages men have erected monuments to great soldiers. The children of Pennsylvania are now engaged in erecting a monument in honor of their great teacher. Is it not a significant fact that the world is beginning to honor those who train for life as much as those who take life? Monuments decay and crumble to dust, the human spirit never. Impressions made here are like stones thrown into the stream of time, the waves of which will still be visible in the great ocean of eternity.

The chief glory of Dr. Higbee lies not in the fact that he was a Professor or President of a College, or a State Superintendent, but in the fact that he walked in the footsteps of the Great Teacher, and like Him, spent his days in doing good unto others. Gifted with extraordinary talents, which were never employed for purposes of self-aggrandizement, willing to lend his brains where others reaped the gains, prepared to suffer injustice for the sake of those who had befriended him, spending the strength of his ripest years in drying the tears of children and in adding to their comforts, able to appreciate the best qualities of the various nationalities that have rooted themselves in the Keystone State, ready to accept truth and to combat error wherever he found it, versed in the best lore of the age yet humble as a child, never making a display of his piety yet never professing his religious faith in uncertain accents, growing in Christian charity through the persecutions he endured until he finally reached that stage of sainthood in which not an unkind word dropped from his lips against those who had so deeply wronged him, pleading with all the eloquence of the early Church Fathers in behalf of the rising generation until paralysis

ended his career—he will ever stand before the minds of his pupils and fellow-teachers as a personality unique among the school officials of this land, and as a Christian saint whose faith we will strive to follow until with him and the whole glorious company of the redeemed we shall reach our common consummation of redemption and bliss in the glorious resurrection of the last day.

TRIBUTES OF MEMORY.

Dr. E. E. White, of Cincinnati, Ohio, spoke as follows: "Frequent calls to lecture in the teachers' institutes of Pennsylvania afforded me opportunities to become somewhat intimately acquainted with Dr. Higbee. I thus frequently met him, and not only heard him speak on different educational topics, but had repeated conversations with him on the various questions receiving public attention. He was not only a wide and accurate scholar, but a man of deep convictions and well-grounded opinions. I have met few educators with so clear an insight into vital and far-reaching school questions. His education and experience enabled him to look at such questions from a higher standpoint than most school officers, and he brought to their discussion not only a wide view, but a rare acumen. His educational horizon was wide enough to include all grades of schools.

The week before his death he came to Huntingdon, Pa., where I was delivering a course of lectures. He seemed quite feeble, but said that his health was much improved. He remained some days, attending the several sessions of the institute, an interested listener. On "Directors' Day" he made an eloquent and stirring address, taking for his central thought the teacher in the place of the parent, *in loco parentis*. The address closed with an impressive appeal to teachers to look upon the children entrusted to their training as heirs of immortality. He spoke as one to whom the other world seemed very real and very near.

Dr. Higbee always emphasized soul-culture as the central end of school training. He looked upon the school as a means of making human life sweeter and happier. He had an earnest word for good reading, for music, and for vital moral training, and his great desire was to see school training lifted to a higher æsthetic and moral plane. His good influence on the schools of Pennsylvania will continue for years to come. The eloquent tongue is silent, but his ringing words for what is best in child education will not soon be forgotten.

Dr. H. S. Jones, of Erie: Mr. President and Members of the Council: I hardly feel that I can trust myself to say what is resting upon my heart concerning our beloved brother whose form, intellectual presence, and spiritual power we sorely miss as an educational body, for the reason that our acquaintance, though not of long duration, was most intimate—there being nothing between our minds and souls to interfere with the fullest freedom of interchange of opinion and sentiment. Knowing him as I did, it would be no easy task to sum up and analyze his many shining qualities and grand characteristics.

On this occasion, I think that we as educators can but be benefited by calling to mind one thing in his intellectual life that is worthy of study and imitation. It was said of General Grant, that he had "nearness"—the faculty of getting near things. By far too many people ranking as scholars see things at a distance, "as through a glass darkly." Dr. Higbee was never satisfied with distant or obscure views; nothing but thorough assimilation satisfied him, and when he opened his mind to you, you saw not a collection of second-hand material, but rich stores of individualized knowledge, fresh in personality, with diamond crystallization. The more the educational people of Pennsylvania study their leader, the more he seems to live and move before them as an intellectual and a moral force that shall never lessen as time moves on, in making up the history of a nation that is to be a bright and shining light to the world.

Dr. B. A. Hinsdale, of Ann Arbor, Michigan: My personal acquaintance with Dr. Higbee was not extensive. I first met him in Pittsburgh several years ago, on the occasion of our both being called there to assist in the dedication of the Wickersham school. At that place, besides hearing him in an address, I spent a good deal of time in his company. He impressed me deeply by the compass of his mind and the elevation of his character. The strongest impression that he made upon me was a distinctly pedagogical one. His public address and his private conversation turned much on the materialistic and objective tendencies of current education. While recognizing the value and necessity of sense-impressions and sense-objects in teaching, he realized profoundly that sense-knowledge is but the introduction to the higher knowledge. He spoke of *unsensing* or *dematerializing* the mind. This form of speech has never been forgotten, and has been of per-

manent value to me. It is a most happy way of putting this important thought, that seemed to be a favorite one with him. I met Dr. Higbee afterwards two or three times, but was never able, I regret to say, to renew the familiar intercourse of Pittsburgh. He was a great and a good man.

Supt. J. M. GREENWOOD, of Kansas City, Missouri: It is not in debate or from the platform that we learn to know men as they are. In private intercourse we come closer to the heart and nearer to the soul. From the life of Dr. Higbee many valuable lessons may be drawn. His mind was analytic, quick, and active. The two most striking characteristics of his nature were *intensity* and *earnestness*. Whatever he undertook, he threw his whole soul into it. His convictions of duty, truth, purity, and goodness were the lofty ideals that guided him in his actions. Life with him meant a struggle in the higher fields of thought—a grappling with those questions of supreme importance to the human race. His sympathies were broad and deep. His impulses were generous and noble; and when he fell, Missourians mingled their tears with those of loving friends in Pennsylvania.

President PEABODY, of the University of Illinois: I knew him at the University of Vermont, when he was a Senior and I was a Freshman. He was possessed of a strong and vigorous intellect, and I always believed that he would choose the legal profession. Years later I heard him deliver an impressive sermon in Racine, Wisconsin, and could scarcely believe that this was the same Higbee with whom I had spent a year in college at Burlington.

Supt. JOHN HANCOCK said he regarded Dr. Higbee as a hero, poet and philosopher, who has left his impress upon all with whom he became closely associated.

LIKE a blind spinner in the sun,
I tread my days;
I know that all the threads will run
Appointed ways;
I know each day will bring its task,
And, being blind, no more I ask.

I know He set me here, and still
And glad and blind, I wait His will,
But listen, listen, day by day,
To hear their tread,
Who bear the finished web away,
And cut the thread,
And bring God's message in the sun—
"Thou poor blind spinner, work is done!"

Helen Hunt.

WISE AND LOVING.

WHAT IS AN ADEQUATE SALARY FOR ONE SUCH TEACHER OF CHILDREN?

THE noble and lovable woman who signed the name "Juliana Horatia Ewing" to some of the most exquisite books of our time, is remembered by her friends as the most winsome of teachers. One of them writes to the *St. James' Gazette*:

She would come sometimes and spend a few days with us, and I well remember one severe winter—1858, I think it was—when, the weather being too inclement for outdoor amusements, Julie Gatty (as she then was) spent a great part of the mornings in drawing and painting. I remember that Julie made a sketch of my beautiful little golden-haired sister, seated in a large library-chair, playing with her doll. This, I grieve to say, made me not a little jealous. I longed to have fair hair and a dazzling complexion, too, and I thought it very hard no one should ever wish to paint me! Still, all this time I would rather have died than confess my feelings; and little guessed I that Julie Gatty, with her intuitive knowledge of child-life, and her ready sympathy, had divined my thoughts and was longing to help me. That evening I was standing alone, rather sulkily, at the drawing room fire before dinner, when she came into the room and made some trifling remark to me. I pretended not to hear, and went on kicking viciously at the fire-irons. Crossing to one of the windows, she put back the crimson-velvet curtains, unbarred the shutters, and looked out into the night. It was bright moonlight, and the grand old yew trees, heavy and weighed down with their burden of snow, shone and glistened in its pure cold beams. Suddenly Julie began to tell a story, softly, as if to herself; and as I never could resist anything in the shape of a tale, I forgot my sulks and crept to her side to listen.

"Once upon a time," she said, looking up into the sky and taking no notice of me, "there were two stars, and both were beautiful. But the light that shone from them was not the same. From one came lovely rose-red rays, like the flush of early dawn, while the light of the other was pure and silvery as 'the Christ-path' on the sea at harvest-moon. And yet, as both the stars were in the same little patch of sky, their bright beams co-mingled as they streamed down upon this world of ours, and the shining of each seemed only to be rendered more beautiful by the other. But after

some time the star of the rose-red rays became discontented; she wished to shine with the silvery gleam of her star-sister, and no longer took delight in sending down her soft radiance to bless the earth. And alas! as her jealousy and envy grew, her beautiful rose-light waned paler and paler; but the star perceived it not. Only an old astronomer who loved her, and watched her nightly, saw with sadness the red rays fading gradually away from the silver; and one evening, pacing up and down his terrace, he beheld a falling star shoot slowly across the twilight sky, leaving for a few seconds a faint streak of rosy light behind. It was the star of the rose-red rays. Her beauty and her light had been quenched by the passion of envy and jealousy she had indulged; and as the old astronomer watched her last despairing gleam ere she sank into infinite space, he hid his face in his hands and wept." I wish I could give this little story exactly in Mrs. Ewing's own words; but the above is as nearly the same as I can remember. As she finished, Julie laid her hand on my thick tresses and said, with what I can now see was most judicious flattery: "Child, why do you envy your sister her golden hair? Brown, such as yours, is just as beautiful." The story sank deep into my heart, and to this day I never see a falling star that does not recall to my mind the memory of Julie Gatty and the lesson she tried to teach me.

A PLEA FOR THE ACADEMY.

BY WASHINGTON GLADDEN, D. D.

IN his opening sermon before the late session of the General Assembly of the Presbyterian Church, Rev. Dr. Roberts called for the establishment of a Christian academy within the bounds of every considerable Presbytery, of a college in every Synod, and of two or three well-equipped universities in different parts of the country, for special training in the higher branches. By such a systematic provision, he argued, the needs of Christian education would be suitably supplied; the children of Presbyterians might be prepared for college in schools where religion is treated with respect, and might go on through all the stages of their academic life under influences that should be favorable to the maintenance of a Christian character. The scheme is an ambitious one; I will not venture to pronounce upon its feasibility. The fact that it is soberly proposed by the representative of this great religious body is significant. The Congregationalists have claimed, hitherto, to be the leaders in education; if the Presbyterians propose to undertake a scheme as great as this, the college builders of New England must look to their laurels.

Whether such a multiplication of colleges is practicable, may be strongly doubted. But the proposition respecting the academies is certainly worth considering. Is there not a need, just here, which is lifting up its voice, quite audibly, in various parts of the country?

In the first half of this century the academy was an important factor in our educational work. Not only in New England, but in the Middle States as well, almost every county boasted a good academy where young men could be fitted for college. These academies were not generally endowed; the building had been erected by the liberality and enterprise of the people of the vicinage, and the teachers were paid from the tuition fees of the pupils. In New York a limited amount of State aid was given to these institutions. The courses of study in many of them were, undoubtedly, inadequate and poorly arranged, but most of them contrived to impart the rudiments of a classical education, with fair training in mathematics and some fragmentary knowledge of science and history, and the English language and literature. Some of them enjoyed, and perhaps deserved, wide fame as thorough and admirable schools. Not only the boys who went to college, but many other young men and women, received in these old academies some of the best training of their lives.

Most of them have disappeared. A few of the best and most famous still survive in New England; in other parts of the country we rarely find them. They have been supplanted almost wholly by the public high schools. This has been counted, perhaps justly, a great gain for education. The high schools, supported by taxation, have been more completely equipped and more munificently sustained than the old academies were; the people have poured out their money for buildings, apparatus and salaries; the high school is often the pride of the town. Into these schools a large number of our young people have been gathered, and, although the graduating classes are always very small as compared with the entering classes, the advantages of the high school are enjoyed for a longer or shorter period by many of our young men and women.

In all of our cities and in most of our larger towns we find the high school to-day: what need, then, that the academy should be called back into the field from which it has been driven? Is it not the fittest that survives? Why should we try to restore the primitive type? Because, I answer, the high school is ceasing in many places to fulfill one of the functions generally assigned to academic institutions of the secondary grade. West of the Hudson River a large proportion of the high schools no longer attempt to fit young men and women for college. The study of Greek is generally abandoned in them; Latin is taken by a decreasing number of pupils; the classical equipment is therefore getting out of repair. In place of the classics and the humanities, book-keeping, stenography, type-writing and the various branches formerly taught in commercial colleges are steadily coming in. Some of the high schools are introducing carpentry and blacksmithing. This is in response to a popular demand which is likely to become more and more insistent. The high school is a public school; it is under the direction of a board of education chosen by popular vote. The people will express their wishes through their representatives, and the majority will have its way in shaping the courses of study. To the great majority the chief end of an education is the preparation of the pupil for some lucrative pursuit. It is the instrument of the bread-winner, not much more. The education which does not promise to increase the income is lightly esteemed. Therefore we may expect to see the high schools, whose courses of study are fixed by popular vote, becoming more and more "practical" in their aims and methods. The "bread and butter" branches will occupy a larger and larger place in them, and the paths that lead to the realms of the higher wisdom will become narrower and narrower, with only "here and there a traveler." In New England, where the traditions of learning are persistent, this tendency will be held in check, but in other parts of the country it is likely to increase. Already there are large sections of wealthy and populous States where no schools can be found in which a young man can prepare himself for the classical course in a respectable college. Young men who are fitting for Yale or Harvard, or Williams or Princeton, and young women who wish to take the regular course at Smith, or Wellesley, or Vassar, must go a long distance from home to pursue their preparatory studies. It is true that most of the Western colleges are compelled to support preparatory schools, but those parents who prefer to send their children to Eastern colleges are often reluctant to make use of these facilities. In order that the paths to the higher learning may be kept open, it seems desirable, therefore, that the academy should reappear. There must be a large number, perhaps an increasing number, of parents who value learning in their children's behalf for other than secular ends; with whom bread-winning is distinctly subordinate to fine culture and high character. For this class provision must be made. It is not likely to be made by the State; it must be made by private enterprise. As feeders to the colleges, we must have well-equipped academies.

Another consideration is even more decisive. It seems to be inevitable that education by the State should lack some of the highest elements of genuine culture. We all recognize the fact that the State cannot administer the spiritual affairs of the people. We do not permit any interference by the State with the Church, because the State, whose last argument is force, cannot intermeddle in a realm where freedom is the indispensable condition of right action. The spiritual interests of the people cannot be promoted by the State. Now education is, in large part, concerned with the spiritual nature of man. That is a miserably defective kind of education which does not emphasize things spiritual, and make them always supreme. I do not mean theological matters exclusively or mainly; I refer to the great interests of character, the finer qualities of manhood. How can the State supply the spiritual element in education?

The State can teach morality; it can expound and define those principles of conduct on which its own laws are founded, and it is bound to do so; but this is quite another thing from the culture of the spiritual nature of the pupils. Here is a province into which the State cannot enter. Yet the best part of education is included within this province.

Moreover, it is not to be denied that many of the most important branches of learning cannot be properly handled in the public schools. History cannot be adequately taught in these schools—that has been demonstrated. Sectarian bigotry forbids the truth to be told. Science cannot be connected, as it ought always to be, with the Infinite Creator, whose wisdom and power find expression in all its laws. In-

deed, it seems to me that the Roman Catholics are perfectly right when they say that religious truth is an integral part of the best education; and it is not possible to impart an education in which religious truth shall be proportionately blended in a public school.

What then? Shall we abandon the public schools? That does by no means follow. The State can do something toward furnishing its children with educational facilities; and what it can do, it is bound to do. It can impart the rudiments of an elementary education; it can give to those who could get it in no other way a kind of instruction which is far better than none at all. I agree with the Roman Catholic when he says that education without religion is inadequate; I do not agree with him when he says that such education is worse than none. It is far better than none; and the public schools, inadequate as they are, do yet perform for the nation a highly important service.

But this does not forbid those who have the power to provide their children with a more perfect education from making such provision; and although the defect to which I have referred is less serious while the pupils are in the rudimentary studies, yet when they come into the higher realms, and begin to deal with the laws of the universe and the movements of society and the great facts of human life, they need a kind of training which the high school cannot give. This is not the fault of the teachers in the high schools. I have some means of knowing how strong are the convictions and how earnest the purposes of many of these teachers; but I know also how keenly they feel the limitations of their position; how often they are constrained to be silent when their lips are burning with speech, and to touch evasively topics upon which they know that the utmost frankness would be wholesome and stimulating. Under all these limitations many of them contrive to do good work; but this is no reason why schools should not be provided where such limitations are not felt.

For all these reasons I hope that we shall see in the near future a considerable increase in the number of Christian academies in all parts of the land. This is a direction in which benevolence needs to be turned. We have colleges enough in all the older communities; let the educational philanthropists stop building colleges, and give us academies. The most effective help that can be given to the colleges, East and West, is to build and sustain academies. Ten or twenty secondary schools of this nature scattered over each of our great Middle States would soon be pouring a stream of students into the colleges. And this would not be the sum of their service; for thousands of the boys and girls of our Christian families, whose faces are not turned collegeward, would find in them a sound, broad, adequate Christian education.

Dr. Roberts wants a Presbyterian academy in every Presbytery. Might I make bold to inquire whether it is essential that it be always Presbyterian? Might we not cooperate in the enterprise? Is there any reason why Congregationalists, and perhaps other Christian bodies, should not join with the Presbyterians in building Christian schools? Is not the training which fits for Oberlin or Yale or Williams substantially the same as that which fits for Wooster or Princeton or Hamilton? Are not the influences with which Christian parents seek to surround their children about the same in the one denomination as in the other? Why then, may we not in this work of Christian education unite our forces, and multiply our influences?—*The Congregationalist.*

WHEREWITHAL SHALL I BE CLOTHED?

BY LEILA ADA THOMAS.

To one who has seen the young women of a certain teachers' institute arrayed in all their glory, remarks upon the subject of dress will seem a work of supererogation. These persons, it will be said, like the majority of American women, spend too much time and thought on raiment already. They wear to a gathering devoted to professional work gowns and hats suitable only for a garden or theatre party; and if these articles are a sample of the whole wardrobe, its purchase must consume most of a small salary. Talk to teachers, say the wise ones, about books, music, art; urge them to physical culture, to travel, but let the subject of dress alone.

Granting the premises in this argument, there is a different conclusion to be drawn. Suppose we admit that Americans, as a class, *some* members of our own profession included, do spend too much time on dress. It does not follow that ill-dressing is a duty nor that the question needs no consideration at all. Western farmers have a way of

fighting prairie fires which might be used to advantage in fighting intangible but no less perilous things, namely, that of lighting the grass on the other side.

Suppose, instead of ignoring the love of dress innate in every one of us, and which crops out in the teacher, just as it does in the seamstress, the stenographer, the factory girl, the society belle, or instead of trampling on it when it does appear, we recognize it as a plant which can furnish food for the higher nature if cultivated. There are vegetables, celery andparsnips, for instance, which are poisonous in their wild state, but which become healthful means of subsistence under proper conditions. Love of dress is love of the beautiful, distorted, perhaps, but none the less real. The beautiful is the fit. A gown of delicate embroidery and lace or heavy silk is not beautiful either in the school room or the institute, because it is unsuitable; yet she who wears it may be nearer the ideal than her sister who is an eye-sore in an ill fitting or hideously colored dress, because one is blindly groping after beauty and the other is grinding it under foot.

It is said that the best dressed woman in the world is a New Yorker when she wears a French gown. Travellers concur in pronouncing American women the most beautiful, on the whole, as well as the best dressed of their sisters. A friend of mine was told in Scotland by an exile of his native land, "You don't know how good it is to see a pretty American gown again." I am not aware that any attempt has been made to account for this national characteristic. Perhaps it is early days to claim it as such. We are a cosmopolitan people, and English, French, German, Italian, Russian and African ingredients have hardly as yet been so thoroughly mingled in the soup as to give us a right to claim a distinct flavor for it (or other nations a right to assign one). If any traits should be dubbed American they are those which have appeared in large numbers of people whose ancestors have lived for several generations in this country, and that I think can fairly be claimed, now, for the characteristic above mentioned. Newcomers acquire the faculty for dress, never in the first generation, in a measure in the second, and often completely in the third. To any one living in a semi-foreign community, especially in a German one, the transitional period is amusing. One looks with amazement from the delicate featured, slender, stylish girl to her homely haus-frau mother, and wonders what there is in American air or institutions to bring about such a change. Is it owing to a larger house, better ventilation, beef steak and abundant fruit in the place of pork and sauerkraut? Is it owing to the high school education which gives meaning and depth to a face before dull and heavy? Is it owing to the blue sky, radiant sunsets and blazing autumn foliage of the new land? Have the exquisite products of loom, forge and furnace, filling every shop, and not inaccessible to the moderate purse, their share in effecting the transformation? Who shall say?

Well were it for us if these changes for the better which are part and parcel of the Americanization, were the only changes. Alas, that one's eye must too often travel donward from the lovely face of the maiden of German, French or English grandparents to stooping shoulders, narrow chest, compressed waist, and pinched feet! Alas, if in seeking for beauty she has lost the straight road and wandered off on by-paths which go nowhere, and which she must retravel with painful steps! Whose duty is it to lead her back but that of the common-school teacher?

Granted then, the possession by American women of good taste and a faculty for dress, there is next to be considered its bearing on the school-room work. Is it better for the teacher to choke out of existence the love of pretty things to wear, in herself and her pupils, or to make that love a means for good by training it in right directions?

It is never wise to oppose nature in education—one ought to work with her. We teachers are sometimes forced by ignorant or stubborn parents to try to turn a mechanic into a book-keeper or a born caricaturist into a lawyer. But we need never make the mistake of ignoring traits common to the young of all mankind, or to the special race with which we have to deal. Here we are not handicapped, and here reason ought to teach us to work along the lines of the original character, once we have found out what that is.

The question of dress for a teacher, then, has two aspects, one as it concerns herself, the other as it concerns her scholars. In a measure, of course, the first includes the last, since every force brought to bear on the teacher influences the pupils indirectly. The old-fashioned idea of a teacher's proper dress seems to have been that it should be neat and inconspicuous, nothing more. This opinion still prevails, perhaps, in other

countries than our own, where the pedagogue, or his feminine counterpart, has a station a little above that of an upper servant, which he is expected never to forget. Novel readers are familiar with the fate of the English governess, who dares to select a hat that is strikingly becoming or a gown that is dainty. Here in America, be it for good or ill, we have no "station" with its appropriate costume, and deprived of this ballast many of us rush to extremes and wear the most extraordinary clothes. The yacht must be freighted with judgment and good sense before it sails steadily enough to win the race.

Neatness is certainly a leading feature still, or ought to be, in the teacher's costume. Scholars have sharp eyes for all deficiencies in this regard. I know a teacher who was in the habit of going into the school-room with his shoes unbuttoned. He was offered a button-hook by one of the pupils whose sense of propriety he had offended. Of course the girl was impertinent, but the man had provoked her impertinence.

Many women in the profession regard their duty done if they are neat and neat only in the school-room. They wear a sort of penitentiary garb, dull in hue, severely plain, and often ill-made. They deny themselves and others that relief to the eye which comes from a bit of bright color or lace at the neck or the slight decoration of a sleeve. Others wear out in the school-room shabby finery long since unpresentable elsewhere. This is a positive insult to the children. Narrow means may compel us to wear a plain costume, but nothing can compel us to wear frayed silk and soiled velvet. If we cannot afford to have suitable separate gowns for the school-room, we can, at least, have all our dresses made of a material and in a manner which will not be incongrurous at the blackboard when the time comes to wear them there.

Good stuffs pay best in the long run for school-room gowns. I know a teacher who says she sometimes buys cheap material for home or street costumes, but never to wear while at work. So a variety is no more expensive than one everlasting dress, and far less wearisome to the children's eyes. Did it ever occur to you how tired they must get of seeing you in the same gown day after day, week after week? Or that they were quicker to notice when your dress was a becoming color than any adult admirer you ever had? I have known instances, almost pathetic, of children's treasuring for years the memory of certain stuffs or bits of ornament that a beloved teacher used to wear, and that were to the young things as much a part of that beauty in the material world whose revelation makes for refinement, as the arch of an elm bough or the smoothness of a rose petal.

If monotony of attire is to be deprecated for its effect upon the children's nerves, your own are no less worthy of indulgence. Everything that lessens the dullness of the school-room routine, be it only so small a matter as the putting on of a red blouse or slipping a nasturtion through one's buttonhole, is worth the doing. If you live in an atmosphere of sunny cheerfulness yourself, so will the children under your care; and the innocent gratification of your own love of color is not only not wrong, it is a duty, if it raises your spirits in ever so small a degree. There is a danger that assails faithful teachers from which the frivolous members of the profession are free—that is, of binding themselves hopelessly on the wheel of the daily round. This may be done without injury to the temper and so to the usefulness of the victim, but I never saw any instances of it.

A story is told of Napoleon which illustrates his insight into human nature as well as fertility of resource. During his protracted wars, the heavy drain which they made on France at times caused discontented murmurs in Paris. On being informed of this the great general said, "Gild the dome of the Invalides." It was done. The people had something new to talk about, and their attention was diverted from a dangerous topic. This sort of tactics is no new thing in nursery management; and if Napoleon could treat his Parisians as big children, we need not scruple to do likewise with our scholars. A teacher of my acquaintance may never have heard this story, but she showed the Napoleonic facility. When her pupils had been troublesome in the morning, she was in the habit of putting on at noon a very becoming pink bow; she insisted that the order in the room was always better in the afternoon in consequence.

One of the most powerful yet subtlest influences of the world is that of personal beauty—a deadly poison when dissociated with intellect and moral worth; yet combined with them, who shall not say an elixir of life, who remembers Dante's Beatrice and Michael Angelo's "one fair face?" Many a mother, the confidante of her little son's adoration for his pretty teacher, rejoices when she finds that all the influence which the bright-eyed young normal graduate has over her boy is used to make him a better

man. Nor was that member of a school-board far astray when he said in answer to the self-depreciation of a teacher in the first year, who really had done wonders with a set of young savages on the outskirts of a large city, "They have had among them the refining influence of a beautiful woman, and that is better than mere teaching."

We cannot all be beautiful, alas! in this world. Some of us must carry our homely faces to the end and make the best of them. But we can all be well dressed, and every woman from Eve down has known in her heart of hearts that that was half the battle. If it is right to avail ourselves of the influence that personal beauty gives, why not of the influence that dress gives, to tame rough boys and hoydenish girls, to make them gentle and chivalrous, maidenly and modest? Beauty alone will not do it, nor will dress. Children are quick to pierce unrealities and strip off shams. They are merciless to the pretty or well-dressed teacher who is that and nothing more. But if she be of the right stuff, they love her the better and obey her with the greater alacrity, because she is a pleasant sight for their eyes to rest upon.

Finally, do we not owe something to this eager, half grown girl in the school-room, in the way of example and instruction? She wears a pale blue gown with a satin front to school because she does not know any better. She decks her throat with strings of beads, bits of velvet and ribbon, until she looks like an Indian idol—for the same reason. She tilts along on high-heeled shoes which ruin her walk, she projects into space from the front of her head a monstrous excrescence which she calls a "bang," she girds her suffering lungs into a hand's span of waist, because, poor child, she wants to look pretty, and she thinks that is the way to gain her end. Suppose she sees always before her from the time she enters the primary grade till she graduates from the high school, a truly well-dressed woman; one whose hair is arranged with careful consideration for the lines of the face and head, yet in disregard of the caprices of fashion; one whose gowns of flannel, serge, or gingham, *fit* as to their upper part and fall in straight, simple lines as to their lower part; one whose quiet jewelry is real, not pinchbeck, and whose trim boots know not the French heel nor the pointed toe. Would she not insensibly acquire good taste in apparel along with other and weightier attainments? Between many a conscientious teacher and the girls whom she would fain turn out good women rather than brilliant scholars, there is a great gulf fixed. She cannot cross to them, and they do not wish to cross to her. They lend a deaf ear to her warnings, her entreaties, her earnest words on womanliness and propriety. Is it worth while to build one span of the bridge across this gulf? *Ohio Educational Monthly.*

CONCLUSIONS AS FORMED IN THE CHILD-MIND.

BY. SUPT. JOS. S. WALTON.

EVERY day of our lives we are forming conclusions. Circumstances, impressions, knowledge, experience, furnish the data of which these conclusions are formed. Many of these may never be acted upon, but their aggregate is responsible for the most of our happiness as well as our sorrow. Given the same circumstances to two young men, and the conclusions will be different and often radically different. Given the same impression, the same knowledge, the same experience, and still the results vary even as much. Why? Because the basis of their formation is not from without but from within, from habits, from early education, from healthy or diseased motives.

If a child is allowed to reach a conclusion on a fractional part of the evidence necessary, the result will be erroneous and an expensive habit started. The whole tendency of childhood is to form conclusions on a part of the evidence, until finally they are incapable of knowing when all the necessary evidence has been gathered. A horse shies at a stump because his defective vision shows him only a part of the stump, resembling some crouching danger. A pupil decides that he "hates" mental arithmetic, because a few failures and a poor teacher make up but a small part of the evidence bearing upon the case. Your son at college determines not to elect Botany because a few long names once set his teeth on edge, thus shutting out of his life one of the most useful as well as enjoyable of pursuits. Your daughter loses her heart on the fine manners and white hands of a long-necked, shallow-headed dude. Had she been honestly trained to gather all the evidence along the line of elementary science, history, belles-lettres and philosophy, before conclusions were formed, she would have instinctively examined the mental and moral calibre of our big-neck-tied do-nothing, before giving him the best gift of her life—her affection.

My brother's creed and mine are different; we have even said hard things one about the other. Our families do not associate. We have both sadly failed to gather honestly all the evidence. Our heated discussion upon politics sinks into absurd insignificance when history throws the strong light of a century upon it. All our neighborhood quarrels and differences, where would they be, if all the evidence was justly weighed! Young men are drifting from one employment to another, constantly deciding on fractional data, that they "don't like this," and "don't like that." Teachers enter upon their profession and conclude they do not like it long before they know what they have condemned. Sad and injurious divisions occur in churches, in societies, in temperance organizations, when the leaders absolutely refuse to entertain more than a fraction of the necessary evidence. The Jew found it well nigh impossible to look upon Jesus as the Christ. Paul on the road to Damascus stopped and received the whole evidence, henceforth to espouse the cause of the Nazarene.

If every teacher, every school, would carefully, honestly and prayerfully take up this work right along the line of the branches now pursued, examine faithfully every conclusion formed, train the pupils to gather more evidence, reform erroneous results, establish healthy habits, the results would be almost Utopian. Why did Benedict Arnold betray his country? Note the result of this question upon the class. Let more evidence be gathered, and ask it tomorrow. Notice the difference in conclusions. History is rich in opportunity here.

What plants are found in the moist meadow? What plants on the hill? Why? Whence these pebbles? Geography being the study of cause and effect, is deep freighted with resources here.

Let each of your pupils bring to class a twig off of the common dwarf black scrub oak (Quercus ilicifolia). Suppose your object is to teach that the black and red oaks are two years perfecting the acorn, the white and chestnut oaks one year. You propose drawing it all from the class step by step by skillful questioning, leading them into closer and closer observation. Several lessons may be necessary. The pupils will jump at their conclusions at first sight. Closer inspection will add evidence; conclusions will change. The results give material for written work. English, composition, penmanship, reading, are all taught at the same time. Interest is aroused and practical information imparted, while the habit of gathering the whole evidence is increased.

This work faithfully and intelligently followed will bequeath the Nation better men, better citizens, better fathers and mothers, better Christians.

MUSIC AS A MORAL EDUCATOR.

BY L. H. ADDISON.

TO build up character the moral teaching must be sound. We claim that music is one of the most powerful agents we have toward developing the moral side of mankind. Creation is interpreted to us by the five senses: the sense of sight to reveal it to the mind, touch, smell, taste to animal nature, hearing to the heart; and through this sense of hearing we receive this wonderful gift of God—music. Prof. Landon says, "Music is the *best* gift of God *because* it is the only art of heaven given to earth." Many a poet speaks of it as the "soul language." Strabo declared that music was the work of God—Plutarch calls it the universal science. Quintillian says that it is joined to the knowledge of divine things, and that it formed part of the education of youth from the days of Chiron and Achilles. Fathers of the Church were of the same opinion; from many of them comes the testimony that it is surely a soul language. These assertions show how high music was held in the estimation of the people of olden time, and proves that man believed that music had a great and peculiar influence on the heart and mind; and on hearing sounds that touch the heart, are we not led to believe more devoutly in the *great heart* beyond the laws of sound and revealed to us through them? Did you ever think what perfect harmony exists in nature? "All the universe full of emotions attuned to the heart of man;" as Rev. Munger calls it, the "very voice of God, which if it could utter all its notes at once, would give forth one grand eternal harmony." Strike any solid substance, and what will you have? "A pitch," certainly. We find in rustling leaves the perfect chromatic scale. The air is full of the eight notes of the diatonic scale, and also in the mind of man the same scientific law governing both.

In an article on "Music as a Revelation of God," by Rev. Munger, we find these thoughts most beautifully expressed, and he

says (speaking of the harmony in nature), "that here we behold a manifestation of God that goes far beyond that of a skillful designer—forcing on us the thought that God *is in the laws themselves*, and this is the reason we can use them for His praise beyond all others revealed to us." We hardly leave the scientific ground when we say music is an holy thing, "seeking to save," to destroy its opposite—not by destruction, but by conversion. But you say, What has all this to do with music in the public school, in character building? I answer, *everything*. First, that the heart can be reached through the ear, and that music given us for soul culture is the best *moral* food and draws us to God. In building up character, there should be, aye *must* be cultivation of reverence; and here music excels. We remember, when a child hurrying to church that we might hear all the grand voluntary, pealing out from the big pipe organ, and an attitude of devotion and piety was unconsciously taken, and the heart moved. Again obedience can be taught, in fact, is always taught in music; the very exactness in the laws of harmony makes obedience to them specially fine. If voice joins voice in full perfect harmony, we have a fine illustration of obedience and the joy following it: the child learns "to be led." Music is the vehicle of sympathy; sympathy begets love. Singing, rightly taught, is conducive to health; it develops the child physically, quickens circulation. We have intellectual training for the mind, and now are beginning to have more and more industrial training for the hands, and we need musical training for the heart; and the education of the people will not be complete without *all three*. Luther gave us the best reasons why music should be taught in public schools. He said: "The youth must always be accustomed to this art, for it makes good and virtuous citizens." Whatever goes toward producing good, true citizenship really is a necessity, because only thus will we be sure of the security and stability of government. Patriotism is best taught through song, Let me ask why is it that in reform schools singing is made much of? It is because it is found to be a most potent agent in softening and controlling the inmates. It is proved to be invaluable in tempering asperities and rudeness of disposition, and in the cultivation of a humane spirit. Some one says, "all this may be true, but we have no time for it; our curriculum is already overcrowded." Leave something else, less important, out then, if there *is no* time, which we doubt. We have the testimony of one of our best teachers, that instead of a five minutes' scold in the opening of school, she has found the time much more profitably spent (in singing), results being better every way. The same teacher said, when the school became restless, just one merry song quieted them as nothing else would. You say, but music is used to pave the way to vice. Yes, Satan always employs the very best agents to be found; but the music demanded by a fine cultivated ear (such as our schools should teach), is never heard emanating from a gin mill or brothel; and here is another forcible plea for music in the public school. Step by step the child's musical taste can be developed, till no delight, but rather disgust, will be felt for music administering to the sensuality. While it is true that good, pure music has a refining influence on the people, it is also true, we regret to admit, that the people often choose music that will not refine, and reject that which will. How can this chasm be bridged? We answer, through the public school. Again, many poor children are entirely deprived of any musical culture, because it is too expensive for their parents to give them separate instruction in this branch; the wealthy should not monopolize this *natural* and beautiful means of culture, but the elementary and rudimentary parts of music should be taught to rich and poor in our public schools.

We find so much to be said on this subject, that one thought but calls out another, and we find no stopping place. Some one has said, that pure music brings us nearer the millennium. Let us look at this thought and then we will close.

The common remark that music takes us away from ourselves, is philosophically true: it is also true that Jew, Gentile, Catholic, politicians of every class, all will unite voices in singing "My Country 'tis of Thee." Here we find as *nowhere* else, the "law of unity" fulfilled, antagonism no longer to the point, differences forgotten; here we find the law of mutuality, each blending with the other to perfect the unity. Much is being written on the subject of "The Coming Brotherhood of Man;" you may search in vain for any expression or type of this *self forgottenness*, already existing, except in the higher fields of music. "The relation of voices to instruments and of instruments to each other, the variety in harmony, the obedience to law drawing its power from sympathetic feeling, the inspiration of a noble theme, the conspiring together to enforce a mighty feeling which is

also a thought—we have thus an exact symbol of the destiny of humanity," yes, a perfect type of perfected human society. Yes, let us have music, the purest, best, in every public school in the land.

FEVERISH HASTE.

YOU will find, if you search it out, that we are helping build "treasure cities" for Pharaoh, when our lives are "bitter" with every day's "brick and mortar;" it is by his taskmasters we are driven; and "bricks without straw" is the wearisome stint. The feverish haste and un-Christian worry; the perpetual effort to do what we cannot, to seem what we are not, to have what we may not—is it not like the old days of the bondage? "The people sighed" then—and they sigh now, yet the struggle keeps on. Be as rich as your neighbors, be dressed like your friends; go where they go, do what they do; hear all the preachers, sit on all the committees, serve on all the boards; trim all the dresses, decorate all that can (or can *not*) be decorated. Anything to keep the blood up to fever heat.

But, you say, these things are good, necessary, and useful. In moderation. But not for you, if they crowd your life, and overstrain your nerves; so doing them, you help neither your friends nor the world. Better three quiet minds on a committee than a dozen weary, hurried souls. Better the plainest bonnet, crowning a fresh, cheerful face, or the commonest dress, borne hither and thither with swift, elastic motions, than all the triumph of needlework, trailed round on languid feet. . . .

But, you insist again, such things are right; some people's work is other people's play. Do then whatever right things you can do thoroughly, peacefully, and with no undue crowding of hands or heart; the best things first. An extra sermon you are too weary to take in, even from the preacher of the world, will not profit you much; witness Eutychus. A missionary meeting that unfits you for work at home is worse than useless. Or if you are one of those happy people who can be in twenty places at once, you will by-and-by pay for the distinction with overwrought nerves and broken strength. . . . How often we can guess the fatigue of our friends from their irritability; and maybe hear (or use) the sorrowful excuse, "Forgive me; I did not mean to speak so, but I am so tired!" Manifestly, there is here some great mistake. I do not believe it is the Lord's pleasure that His people should live in a perpetual rush and hurry. The whole teaching of His word is against it. Leaf by leaf the forest clothes itself with verdure; with slightly quickened action sometimes, after unavoidable delays, but never with any haste that mars its perfection. And from the time when the day-spring first "knew its place," a steady "more and more" has been the only rule of the morning.

WHAT ARE "SAFE INVESTMENTS?"

ALMOST every mail brings to us from some one in city or country a request for a list of safe investments. A clerk who has saved up something from his year's salary, or a widow who has inherited a little fund she wishes to lay by for her children, or a thrifty mechanic whose earnings overtop the limit of deposit in his savings bank, each and all are desirous of placing the money where it will earn "a good interest" and at the same time be "perfectly secure." Unemployed capital has now become so abundant in this country that the two conditions we have quoted are utterly incompatible. There is no first-class security obtainable that will pay full legal interest on the par of the capital. Upon improved property in this city money is easily obtained at 5 per cent., and many such loans are made at 4 per cent. No undoubted bonds are offered at a price that will pay much better than 4 per cent., and a municipal loan for either this city or Brooklyn at 2½ per cent. would be eagerly taken at par, if not at a premium.

We are frequently asked concerning investments that offer a much higher rate of usance, and are often requested to give our opinion of the value of an interest in schemes that promise far more than the legal rate in return for the capital desired. Not all of the projects thus seeking for the money needed to set them afloat are fraudulent in their character. Some of them are well designed, and lack only the necessary means to place them on their feet and to give them a chance of success. But our readers may reckon the risk by the amount of return promised. A fair estimate is to add to the chance of failure by every 1 per cent. which is offered above the average market rate at which money can be obtained. Thus 4 per cent. will obtain a bond with a reasonable security. At 5 per cent. the risk of loss is doubled; at 6 per cent. the risk is trebled;

at 7 per cent. it is quadrupled, and so on to higher figures.

But we had in view when we wrote the heading to this article an investment of a wholly different character. In material things the "perfect security" is wholly wanting. There is no possible way of placing capital at interest beyond the risk of loss. Riches in hand are winged pets that elude the most tenacious grasp, and trusts are too often betrayed to inspire unlimited confidence. Safe deposits are misnomers, and treasure houses are robbed in spite of all human vigilance. The risk is relative, but absolute safety for earthly possessions is altogether unknown. The earthquake, the cyclone, the cloud-burst, the land-slide, the fly, the caterpillar, the frost, the drouth, the tempests of fire or water, all combine with the treachery of man to render every form of the "goods laid up for many years" a vain reliance for human hopes. Man's hold of his accumulated wealth in any guise is by a tenure too frail to invite his trust.

Over against all this doubt and uncertainty both reason and revelation place an acquisition that is nevermore in peril. No one can rob a man of what he is; and unless he becomes a traitor to himself, his fortune thus invested is beyond all chance of loss. It is pitiable to see so many, especially of the young, spending all the energy of their being in seeking to heap up the goods that can never be safely hoarded, and neglecting the enrichment of themselves in treasures that abide forever. Fair women make the same sad mistake in coveting the possession of costly gems which no jewel-case can hide from thievish hands, and of elegant attire that invites the moth, when the priceless ornaments of a gracious temper and a meek and quiet spirit are far lovelier to behold, and are not subject to rapine and the influence of decay.

This form of accumulated treasure has several priceless advantages. The struggle for self-enrichment through unselfish service, in the first place, is always certain of success. The venture after the external wealth so eagerly coveted in our day is one in which the failures are counted by battalions, while only here and there is there a solitary seeker who attains the object of his search. But the hunger and thirst after a truer, nobler, inner life is one that has the promise of a sure reward. Every gain is not only an added gem, but by a peculiar law it gives an increasing lustre to all that was garnered before. Every evil habit conquered, every unholy passion subdued, gives a higher use to the store of knowledge laid up in the chambers of memory. No vast and varied learning is necessary to the acquisition of these hidden riches. An unselfish life, an earnest purpose to be of some use in the world, a strong desire put out in practical effort to be of service to others rather than to be ministered unto, are feeders of a wealth that will soon outweigh the hoard of Crœsus. It is the old paradox no one can understand except in his own experience. He that seeks to save shall lose; he that loses shall save and have abundance. They that go after wool come home shorn; they that would strip themselves to clothe others array themselves in an attire beyond the reach of moth and rust.

The self-enrichment thus secured is an ever present, unfailing possession. The man who depends on his tailor to make him fine, takes off his beauty with each garment he lays aside, and may be stripped and robbed in a moment. But he whose treasure is a consecrated life has a constant enjoyment of his good things. It is a great mistake to suppose that a life of self-denial is one of pain and penance. There is no satisfaction in all the world that equals the outflow of a heart in which there is no self-seeking. And it makes little real difference whether this unselfish nature is buttoned under coarse serge or the finest of broadcloth.

What a striking contrast there is between the millionaire, whose riches are external, and the man whose wealth is in himself! The one is ever anxious and watchful, and may be left penniless in a moment. The other is secure in his possessions. The one may be a poor, wretched creature—he is here and his treasure is there, and the two are forever separate. He cannot hug his hoard so closely as to make it a part of himself. The other and his belongings are identical. Strip the one of his accumulated hoard, and shut him up in a prison, he is a miserable pauper. But the other carries his wealth with him; if he is rich outside of the jail, he is equally wealthy within. And when the final hour of the earthly life draws to its close, the contrast is still more startling and vivid. The one, even if he has carried the treasure on which his heart was set intact up to that limit of time, must loosen his hold at the last, and go all stripped and bare across the dividing line. The other, with a smile of peace on his lips, folds his arms across the heart his life of self-sacrifice has so enriched, and awakes with an un-

diminished store on the other side. He made a safe investment of his life-work, and will enjoy it through the ages to come. *N. Y. Journal of Commerce.*

PHYSICAL CULTURE IN SCHOOLS.

BY OLIVER EDWARD JANNEY, M. D.

THE idea that a student must be pale, hollow-chested and generally debilitated, is rapidly passing away, and such are seldom seen in the schools whose brighest and best mentally are the robust, deep-breathing, and strong-muscled young persons who are as active and enthusiastic over foot-ball and tennis outside the walls of the school building as they are earnest and successful in their mental contests within its precincts. The truth that to support sustained mental effort it is absolutely necessary for the body to be strong is now an axiom, accepted by constantly increasing numbers of people.

How this essential and wished-for physical strength is to be obtained is, however, a subject not so easily decided. It is evidently necessary that there shall be regular and systematic exercise, and in schools this can be obtained only by means of a well-equipped gymnasium, under the care of a competent instructor. Various out-of-door sports have their advocates, and the claim has been made that the English youth owe their fine physique to the general playing of cricket among them; but an objection to all such exercises is that they must be abandoned in rainy and wintry weather. To supply regular and systematic exercise, extending throughout the year, a gymnasium is necessary. It is not intended by this to imply that the gymnasium should supplant out-of-door games, but that it should supplement them. Physical culture in the gymnasium is modern; the aim formerly was to make gymnasts, while now the object is to make the body symmetrically strong, with every part properly developed, and all parts equally balanced in relation to others, with every organ working normally.

The value of such a course of physical culture to the student is beyond expression. Not only does it perfect and strengthen the body and fit it to bear the strains put upon it in after life, but the immediate results are to brighten the intellect and enable the mind to perform an immense amount of work without breaking down. Observation among students of Johns Hopkins University and other schools which prescribe a course of physical culture, leads to the belief that any amount of mental work may be done without risk to health, if in connection with regular meals, full sleep, and some exercise in the fresh air, an hour be spent in the gymnasium from three to six times a week. Up to a recent period "breaking down" was very common in schools, and their graduates were too often physical wrecks, feeling the effects of the strain ever afterwards, while under the present methods of systematic exercise, the physical condition of the student is usually much improved by his course of study, and he enters upon the duties of life full of hope and energy.

As suggested recently by President Adams, of Cornell, the gymnasium exercise, coming as it usually does in the afternoon, when school duties for the day are over, takes the scholar just at the time when the rebound from class-room repression naturally leads to what might be termed muscular expression. This usually takes form either in exercise or mischief, and just here the gymnasium offers a method of utilizing this energy to good purpose. After an hour spent on the bars and rings the equilibrium of the body will have been restored, and the student ready for the next legitimate duties. Sleep at night will be sound, and in the morning the brain will be better prepared for study.

One advantage of a gymnasium course, especially to girls, is that it enforces a proper style of dress. A teacher of physical culture of the present day insists that girls who exercise shall wear clothing that allows freedom of movement, while it does not constrict the body at any point. This is a matter of great importance, for, while it allows the body to become strengthened in every weak part, it teaches girls the principles and advantages of hygienic dress, and shows them the folly of depending on any article of clothing for support.

A very important part of the education of every boy and girl should be a knowledge of the art of swimming. Two large schools recently erected in Baltimore have complete gymnasiums, and connected with each is a swimming pool or basin supplied with water which may be filtered and heated. This feature is now considered necessary in a well-equipped gymnasium, as it greatly increases the interest of the students, and affords them an opportuuity for a form of exercise which is pleasant and healthful, and is in itself valuable as a means of muscular development.

To attain a proper degree of usefulness it seems best to make the gymnastic course in schools and colleges obligatory, and the student subject to examinations at stated times, as in other courses of study; and the instructor in physical culture should hold a rank equal to that held by other teachers who devote an equal amount of time and talent to their work.

In the interest of the next and succeeding generations, the hope may be expresssd that in every important institution of learning under the care of Friends, a well-appointed gymnasium may be erected and conducted in accordance with the most enlightened methods of physical culture.

Friends' Intelligencer and Journal.

SUGGESTIVE THOUGHTS FOR THE TEACHER FROM DR. HIGBEE.

ADDRESS BEFORE AN INSTITUTE.

ALL acknowledge the necessity of educating the young; but this necessity may be grounded upon merely relative ends, and thus great injury may be done at the very start. The necessity for education is found in the nature of the child. There are involved in his person, great possibilities; and forces also of vast significance from behind his individual will are entering into the web and woof of his being, which are to be taken up and finally made to be elements of his character. These possibilities are to be actualized and, so far as lies in our power, the possibilities of evil must be repressed, and those of the good be encouraged. Education must be based upon the need of a fully-developed personality. The furniture of the life already at hand, or the talents already given, must not be hidden in a napkin or buried in the earth.

The danger now is, that, in the pressure upon our attention of the thousand interests of our social order, calling for instruction in the arts and sciences, now almost innumerable, we may so dissipate our elementary training as to make the minds of the children fragmentary—forgetting the solemn interest of a fully-developed personality, without which no one is prepared to accomplish the mission of life.

Teaching is often spoken of as a *moulding process*, and so it is. But mind is not moulded like clay or iron, externally. The moulding power must come from within. The child is not a thing, but a personality —a thought of Jehovah—with possibilities which baffle all finite measurement. You cannot treat the child as a thing—for the plastic elements which are to form his character are to operate from within his own being, and the teacher must come to apprehend at the very outset of his or her work what that being involves. From behind the child's individual life, yet entering therein with conditioning powers, are the broad forces of race, and nationality, and sex, and family life. These form elements of study and serious thought upon the part of the teacher, for they reach beyond the body into the interior psychic structure of the child, and constitute a vast natural force which the child has to take up and carry upward from their base in the natural into ethical freedom, into the spiritual structure of character.

What organic differences, for example, confront us in sex, challenging us to pay regard thereto! The two sexes cannot be treated alike, and it was never intended they should be. The differences show themselves at once. The boy, under the power of a determining phantasy, begins to ride his stick for a horse, while the girl dresses her doll; and as they grow older, although brother and sister, they remove farther from each other in temperament and forms of feeling and thought.

Passing from what thus enters into the individual life from behind all self-conscious activity, let us look at the being of the child as made up of body and soul. The body becomes important as the investiture of the soul, as the earthly image which it bears, as the ultimate in which it meets the surrounding physical world. Every teacher should have sufficient information in reference to bodily life, to guide the young in dietetics and gymnastics, and in all that pertains to the prophylactic side of medical knowledge; and beyond this there are peculiar temperaments that inhere in the bodily structure which must be understood.

If all this and much more is true relating to the body, how much greater must be the need of knowing the powers of the soul! There are temperaments, so to speak, there also. You may find a pupil in whom the will-side preponderates, with the imminent danger of stubborn wilfulness, calling for you to open the way for it to organize itself into a great administrative power for good. Again, you may have one in whom the intellect-side preponderates, reaching out into the pride of rationalism, needing your most careful restraints and encouragements. Here again is one in whom the emotional in

the form of imagination has the ascendency, in imminent danger of falling into mere sentimentalism, calling for you to open the way for it to reach out into the realm of the beautiful in the way of æsthetic culture. These inner soul tendencies, these beginning impulses of the soul, under the power of influences which flow down from the world of ideas, require your steady and most careful attention. You can not master the knowledge required here by examination of specific or technical journals. What is required is the broad, full, liberal culture of your own personality.

What are commonly called *faculties* of the mind, we prefer to call recipient forms. The *will* never creates the *good*, but only opens the way for the good to have place in our personal life. The intellect does not make the *true*, but opens the way for it to authenticate itself. Such also is the situation between the *imagination* and the beautiful; and hence, in the culture of these so-called faculties, that for which they are creatively given must be the end toward which they should be directed; and this is no relative end, as is at once apparent when we recognize that the Good and the True and the Beautiful have their source in God, and flow down from him to apprehend and be apprehended, that we may live to a purpose infinitely elevating.

Now it is impossible for the mind to evolve itself, except in the presence of an already awakened intelligence. Without this, though surrounded by all the facts of the universe, there can be no culture, no movement, much beyond that of the lower nature. Teaching, therefore, is not a science, nor an art—*it is a virtue, an ethical movement*, a relation of mind to mind, of will to will, of soul to soul. There may be, and is, a science *of it*, but *it itself* is not a science. From this we can see the absolute need of our own *personal culture* as teachers.

For example, Grammar is an abstract science; but to teach it you must refer back to its concrete base in language. Your preparation must pass beyond the technical analysis of grammar text-books. You must, so far as possible, master your mother-tongue, by reading the literature in which it is speaking and hath spoken. Chaucer, Shakespeare, Johnson, Marlow, Webster, etc., etc., should be read until you know *English*. Of course, the children must use the scaffolding while they need it; but *you* should have removed it long ago, to gaze directly upon the fair proportions and glory of the structure itself. How often do we have classes in literature, each member of which can give us dates of birth and death, and headings and titles, etc., etc.—a fine test of memory indeed, but only the skeleton, with no flesh and no blood coursing through arteries and veins! Such will tell you all about Chaucer, so far as regards his space-and-time habitat, who have read a few lines only of his writings, and call this "literature." So also with other departments of study. The mind of the teacher may dwell so long upon methods of teaching, very important in themselves, as to forget the truth that the real method of a science is in the science itself, if grasped in the mind.

In regard to the multiplicity of studies demanded by the age, allow a passing remark. We are constantly asked whether this and that and the other ought not to be introduced into the schools; and some may have already commenced to introduce, and may keep on introducing, until we have, as the inevitable result, a piebald hodge-podge of an elementary course for our schools. Let us introduce all these if we can *in the teachers*, or in other words, let the effort be to secure such a teacher as will be prepared to point the pupils, as occasion may demand, to interesting and useful lines of study in his daily intercourse with them.

You teachers are held to stand, each one, *in loco parentis*. Of course, you can only approximate such relation. But it is well that you consider the average family life, as this is found in our Commowealth, and see what elements of culture are involved therein, that the contrast between the school and school-room, and the home-life of the pupils may not be so great as to render an approximation even impossible. If the pupil on the way to school has soiled his face, disarranged his garments, or is wet and covered with mud, as is often the case with frolicsome youth, take care of him as a loving parent would, or ought. Consider his manners and habits, his needs of moral and religious culture. You cannot introduce the various confessions of our churches. If you could, it would not be wise for you to do so. But, remembering the parents' solicitude, you can point the soul of your pupil heavenward, you can remind him of the bond between his spirit and the Eternal Spirit. A religious atmosphere can be made to fill your school-room, and a reverent religious life, so important and necessary, can by your presence and character be made to pervade your whole work.

But it may be said, "All this is idle talk.

Children can with difficulty grasp the known, how then shall they think of the unknown?" No greater mistake can be made than this. "Heaven lies about us in our infancy." Our children are nearer God than we are. The artfulness of later years has not reached them: the maxims of a cold and half-godless world have not yet driven them to faithlessness. They look up into our faces with the confidence of innocence, and with a reverence akin to piety. The immortal lines of the poet recur to my mind,

> "Not in entire forgetfulness,
> And not in utter nakedness,
> But trailing clouds of glory do we come
> From God, who is our home."

And though our older lives have drifted farther from that shore where we felt the boundless love of the Divine, yet—

> "——in a season of calm weather,
> Though inland far we be,
> Our souls have sight of that immortal sea
> Which brought us hither,
> Can in a moment travel thither,
> And see the children sport upon the shore,
> And hear the mighty waters rolling evermore."

Think of these things, fellow-teacher, and all other good things will be attended to in their proper order.

RESPONSIBILITY OF THE TEACHER.

In a previous article we have spoken of the responsibility of the teacher in relation to the parents or guardians whose children are entrusted to them. A sense of this responsibility, we said, will lead the teacher affectionately to enter into the home-life of his district, acquaint himself with the families whose children come under his care, and form such intimate relations therewith as to share with them in their anxieties, and hopes, and purposes in reference to their children.

Now, secondly, there is a kindred responsibility which the teacher owes to the children themselves. These children are not like so many blank tables upon which may be impressed whatsoever the teacher, in his caprice, deems fit: nor are they subjects upon whom he may, at the outset, begin to try the various experiments to which the ever-varying methods of the age direct his attention. They are living souls—*personalities*—in which are lodged the results of vast antecedent forces, physical and spiritual, and the possibilities also of a vast future development in which all the given resources or furniture of existence at hand must enter into the structure of character, whether this be good or bad.

Neither time nor space allows us to mention in detail the general forces, physical and metaphysical, which enter into each one's individual existence from behind his own conscious and voluntary activity, and which constitute a large deposit—*remanents*, we may say—whose full significance is, no doubt, beyond our apprehension. God only understandeth our thought thus *afar off*. Race, nationality, sex, family life, all enter into the complex unity of each personal existence. Not that the individual is himself responsible for the possession thus made his; but he is responsible for the way in which he moulds it into character. His will, and intellect, and phantasy, do not start into activity as wholly dependent upon what comes in from without through bodily organs which open the way for such ingress. Rather into these bodily organs a life, deeper than that of flesh alone, enters from within, with developing capacity to meet and grasp that which is at hand from without, and give to the whole a characterized organization which in the ethical sphere will bring out the good or the evil; in the intellectual sphere, the true or the false; and in the sphere of the phantasy, the beautiful or the deformed.

There is a spiritual heritage also—outflows from the Divine, which enter into each one's personal being. Indeed, the good, the true, and the beautiful, *per se*, are not creations of ours; nor are they simply notions formed by us in the way of generalization. They reach in upon us from an infinite world; and we both feel and know that we are but media through which they authenticate themselves as from above. How important is it, therefore, that the teacher take into serious account the child himself, —the living soul before him, as something vastly more than a *tabula rasa*, or an isolated thing, unrelated to the past, unengrafted in the life of antecedent forces of race and national and family culture.

The children come before the teacher also with varying physical and psychological temperaments, which have a conditioning significance in reference to their whole subsequent culture. These cannot be overlooked. We will not take space now to attempt a general classification of these. We wish simply to enforce the recognition of them upon the part of the teacher, that he may feel more deeply that he has to deal with life, and not simply with books. He owes it to the relation in which he finds himself, to make earnest account of all this; lest he fail to have any proper ethical end

in view, and in place of aiding in the unfolding and direction of the life before him heavenward—a truly solemn mission—go plodding onward through his daily task-work and ever-changing machinery to gain merely technical and outward results, which perish in the using.

THE ROAD TO LEARNING.

There is "no royal road to learning," says an old school maxim; and the maxim, as commonly interpreted, means far more than it expresses. It means not merely that the road to learning is the same for king and subject, but that it is, like the way of the transgressor, hard. It is rough and thorny; there are birches by the wayside; there are vales of tears to pass, and sloughs in which to wallow, and rugged steeps to climb. There are few attractions along its course, no allurements in front; only force behind, urging the weary and heart-sick traveler on and on up the mount of knowledge. Ask the average school-boy in the average grammar-school, if this is not a good description of the road to learning, as he has found it in his experience, and if he is candid and is free from restraint he will answer, "Yes." He is never happier than when he has escaped from it into some by-path, where he can roam at will out of the horrid shades of "jography" and "rithmetic" and grammar, and out of the "master's" sight. He hates study. Whatever pleasure he has found at school, has been found in the play-ground, and not among the books and benches.

This is the school-boy's road. But is it the only road? Is it even the common road? Let us consult our own extra-school experience for an answer. How much of our knowledge was derived from text-books by that painful process known to the school-boy as "study?" Let us see.

First comes the knowledge of our own language—a knowledge, the small beginnings of which are beyond the reach of memory. How have we gathered it? Not from text-books; in the common phrase, we have "picked it up." That is, we have acquired it through observation, voluntarily, by our own wits, unaided by any task-master. From the day we first began to lisp, we have been pursuing this pathway to learning, with eyes and ears open for the reception of useful facts, and brain ever performing its digestive functions, and yet we have not been conscious of a moment's weariness. To be sure, at one point on our way we encountered Lindley Murray; but that was so long ago that the unpleasant vision has faded almost out of mind. Then we have a fair knowledge of geography; but, beyond the bare outlines, very little of it was obtained from Mitchell or Cornell. It is true we went through the regulation school course; but of the hundreds and thousands of names of rivers, towns and mountains, which we spent hours in memorizing as "lessons," only now and then one of exceptional importance has been retained. The rest have passed irrevocably out of mind. The great bulk of our present geographical knowledge has been derived from travel, from conversation, from miscellaneous reading; and the facts of which it consists have been remembered *because they interested* us, and therefore so impressed themselves on the memory that they could not be forgotten.

So it was with our knowledge of history, of national manners and peculiarities, of the sciences; the acquirement of all this knowledge has been a pleasure and not a pain. We may have consulted text-books, but not until a desire to learn has been awakened and study has become for us play, not work.

Now, why should the school-boy's road be hard and unattractive, while the grand highway to knowledge is easy and delightful? Is it not, after all, possible that we are forcing him along an artificial road, an unnatural course, badly devised by bungling, although well-meaning constructors? Do we not impose upon him unnecessary labor in requiring him to memorize facts, which, facts though they are, are valueless to him because forgotten as soon as the lesson has been said? No child, unless he is a complete idiot, is devoid of memory, and therefore too dull to learn. But not even the brightest child will long retain in memory a fact in which he takes no interest—which is memorized merely as a task. Why, then, waste time and labor and patience in beating into the child's brain repulsive knowledge which is certain to be rejected?

Let us attempt rather to teach him so far only as his interest can be carried. Whether the subject be geography or history or grammar, make it attractive and he will learn of his own free will. Herein lies the secret of successful teaching. In short, to return to our figurative speech, let us take the child along the road which we are ourselves traveling; act toward him as a friend and guide, not as a driver; point out to him the objects of interest along the route—innumerable things which, left to himself, he would overlook or which he can see only

while we hold him up; keep his curiosity aroused, and he, not we, will be questioner.

Thus we shall pass along the road together, teacher and pupil, chatting pleasantly, and despite the old maxim we shall find it a "royal road."

STUDY OF ENGLISH LITERATURE.

The study of English Literature, which confines itself to a list of authors, giving data of birth and death and list of published writings, together with *ad libitum* extracts from the same, with straggling comments, may be of service in the way of cultivating the memory, and gaining points which will be of use in subsequent investigations. No proper knowledge of English literature, however, can be gained in this way.

Of course, it is important to know when an author lived, for literature cannot separate itself from the life and history of a people. It is itself a vital exponent of the national life, and must be studied historically. The age of Chaucer and Wycliffe must be familiar to him who would attempt to gain any adequate grasp of the literary career of these men. But admitting that the historical data are well understood, only then are we in readiness to take hold of the writings, which carry into the field of thought and art the spirit of the age itself.

A few lines from Chaucer are not sufficient here. The preface to the "Canterbury Tales," and the tales themselves, should be studied, until the student has some intelligent grasp of Chaucer's characteristics—his method of thought and art. This is specially necessary, when we have an epoch and an author so fundamentally significant to the whole study of the English tongue and literature. Indeed, each age which constitutes an epoch in the national life will assert itself in the realm of thought and art—will find expression for itself in the literature thereof. And such epochs demand a fuller and more careful survey than the intervening periods. For purposes of ordinary study, it will not be necessary to extend the survey to fragmentary literary efforts, which are not in themselves significant in characterizing an age or period.

After an earnest examination of Chaucer and Wycliffe, in which the student has gained some grasp of the language and literary characteristics of the great exponents of the opening literary life of England in the vernacular tongue, the great epoch of the Reformation, toward which as beaconing stars both Chaucer and Wycliffe led the way, can next be taken up, and Spenser and the dramatic glory of Queen Elizabeth's reign come under careful survey; not, however, in the way of mere straggling fragments. The fading glory of the old chivalric period, with its tourneys and feudal splendors, must be seen revived in inner spiritual forms in the Faery Queen of Spenser; and the new awakening of life through the discovery of a distant and romantic world, together with the fervor of new religious convictions in reference to the meaning of our earthly life, must be found interweaving themselves throughout the magic structure of his verse.

To this great epoch, in which the will and intellect of the English national life was never before so aroused, asserting itself not only in acts but in forms of literature no less significant and grand, the student must be directed with great care; and a whole year of most critical study will hardly be sufficient to secure an inspiring glance of its glory.

In fine, what we plead for in this brief article, is such a study of English Literature as shall do away with all fragmentary memorizing of external data, and address itself to the literature itself; and that time shall be given to the work, at least as much time as is given to gain the elements of mathematics or of science. It will be of service in studies purely historical and linguistic, and will awaken a reverence for the classic strength of our mother tongue, more needed in this fast age than ever before.

THE SEEING EYE.

The book of Nature is open to all. It abounds with lessons suited to every recipient power of the human soul—lessons of love and wisdom, ever widening before the vision of him who "hath eyes to see." How many of us, however, use it as little children do their picture-books, rapidly turning the pages, and, when the novelty of what reaches the eye is gone, casting it aside as too common for further regard!

The air we breathe, the light which surrounds us, the sounds we hear, the myriad forms of things, coming and going in perpetual change, are all every-day matters, recognized for the moment and nothing more, unless, forsooth, some pressing material want or business makes necessary a more careful and constant study. A stonemason may distinguish between slate and limestone; a carpenter, between pine and oak: a ditcher, between sand and blue clay; a farmer, between garlic and wheat; but even here the difference is a matter of mere surface recognition, depending more upon that which vanishes than upon that which

remains. In other words, the reason of the world, the laws which uphold and unify the manifold and vanishing phenomena, not being grasped or even thought of, the forms of things only pass before the vision as so many strange and in fact unsolved hieroglyphics.

The boy, or man even, may stand and gaze with wonder at a train of cars rushing past him with its thunderous roar, who never for a moment has realized how the whole earth on which he treads is spinning on its axis, and whirling around the sun, and, with it, rushing toward other suns, whither as yet unknown, with a velocity which baffles conception even. He sees it not, for his eye sweeps not to the horizon of rising and setting suns. He hears it not, for its music is for other ears. How can we arouse him to a thought of it, that he may not go through life both blind and deaf?

Again, the boy, or man even, may visit some great factory, and amid the incessant rattle of wheels and shuttles, gaze astonished to see the polished and variegated fabric unwind itself from a hundred looms, figure matching figure, and color blending with color, as though the machinery itself were instinct with life and reason; and yet, the same boy or man may never have realized how out of the dark earth, hour by hour, the mosses and ferns and grasses and shrubs and trees are woven, figure matching figure, and color blending with color, in variety infinite and in glory unutterable. He sees it not, although he

Treads on it daily with his clouted shoon.

He hears it not, for there is neither rattle of wheels nor whirring of spindles. He heeds it not, save as it may minister to his fleshly needs. How can we arouse him to a thought of it? How can we *unsense* his *senses*, that he may penetrate beyond the merely vanishing pictures of things?

In the olden time, when the eye was unaided by telescope or microscope, and when the physical sciences were almost unknown, *seers* did live who felt that beneath the surface of things there are invisible powers, gnomes within the earth and fairies in mossy banks, nymphs and fawns and satyrs in the woods, Oberon and Titania and their nimble troop. Then Prospero had neither buried his broken staff, nor drowned his book. But now the imagination is outrivalled by the very facts themselves. No flower or flower-feeding bee fails to reveal a mystery awakening wonder and inspiring investigation. No beam of light or drop of water fails to challenge our thought, and yield us its thousand lessons. Step by step, whichever side we take, we are led into realms unknown, whose outlines of glory we only see as from afar, glowing through clouds.

How shall we arouse our youth to the thought of this? How give them the first moving impulse, the first wondering glance, the first thrill of investigating love? I speak not now of technical science itself, but of the capacity for inquiry, that unsensing of the senses, which shall fill both eye and ear with the attention of intelligence, which shall cast off the wearying burden of mere pictures, and bring in upon the soul the awakening consciousness that the universe is filled with a wisdom and love which are divine.

QUICK WORK.

ONE of the most complicated and interesting feats of railroading which engineers have to perform has just been accomplished at the Broad Street Station, but so quietly and quickly was the work done that hardly one in one hundred thousand people who are constantly passing in and out of the station knew anything about it. This was no less an undertaking than the throwing out of use of every track, switch, lock, and signal in all the eight tracks, and the putting into service of a complete new interlocking machine, adding thereto and to the station four additional tracks, making twelve in all. This work was done between midnight of Saturday and two o'clock on Sunday afternoon by a force of *twenty* men under the direction of the Chief Engineer's Department of the Pennsylvania Railroad Company—Chief Engineer Brown and his assistant, Joseph T, Richards.

The new system takes the place of that included in the eight tracks in the station, and from thence west through the tower, at Seventeenth street, and governs all the trains until they get to the main track west of the tower leading to the Schuylkill. In the tower are 56 levers, and by operating these every switch in the entire complicated system of tracks is turned and locked, and signals given for the movement of the trains over these switches. The machine by which this is accomplished is a very complicated piece of mechanism, and by its use it is impossible for two trains to come in collision, one or the other being turned off to a side track, or for wrong signals to be given.

No switches whatever are turned on the ground by the old system of switchmen.

The magnitude of the work of tearing out the old interlocking machine and putting the new one into place, as well as the work performed by the apparatus itself, can be better understood when the fact is stated that in every 24 hours there were 1734 movements of trains, including trains, engines, etc., drilling. This is an average of over 72 movements an hour, and the largest number in any one hour in the 24, which has been recorded, is 134. These figures were taken from the operations of the old machine, with eight tracks, and are believed to be equalled nowhere in the world. At the Grand Central Station, in New York, where there are no less than 21 tracks, the number of movements per day by the interlocking machine was 2363, only 629 more than the record at the Broad Street Station with but eight tracks.

By the introduction of this new interlocking, with the four additional tracks, increased facilities for the movement of trains are acquired, and the need of any material alterations of the station is for the present removed.

A FENCE IN BLOOM.

HOW GROUNDS AT LITTLE COST MAY BE ENCLOSED WITH VERDURE.

ONE of the "sweetest" fences that can be found in any part of the country is used in one of the northern wards of New York city, and is becoming a great favorite wherever it is introduced. For a garden and dooryard fence it has good points which make it desirable where no other form of fence would be even tolerable. The foundation consists of light posts placed about eight feet apart. On these ordinary wire netting thirty inches wide is tacked, this being the full height of the fence. This is, of course, ample for all garden purposes in the city. The bottom of the wire net is put close to the ground. Six inches up a strand of barbed wire is put, and another on the tops of the posts and along the upper edge of the netting. Where the posts are far apart the netting is fastened to the wire at intervals.

So much for foundation. The next step is to set out honeysuckle along the fence. One plant to each panel of fence answers very well when one is not in a great hurry. Usually the plants are put in closer, not more than two or three feet apart. The plant finds its conditions exactly suited to its habit, and laughs all over. It grows in and out of every mesh. It covers every square inch of the wire, and when the time comes it blossoms as if it had a contract to fill. One of these fences just above Spuyten Duyvil during the past season made the air fragrant for two hundred feet along both sides. It was a sweet fence in fact, as well as in name.

The appearance of a fence thus formed is very much like that of a hedge in color, but the habit of the growth is very different. There is a striking difference in the amount of labor required by the hedge and the fence. The latter, if neglected, does not run up into a row of tall trees, shading the ground for a long distance on both sides. At its worst, it may become a somewhat heavy bank, but it will not invade to any great extent either garden or greensward, even after some years of freedom from the knife. The netting insures tightness aganist anything larger than a sparrow or a chicken. For a division between two lawns, or for any purpose where a light ornamental line is needed, the vine supported upon netting offers many advantages.

A modification of this fence is made by using the Virginia creeper instead of the honeysuckle. This vine covers the wire even more completely than the other, and forms a thick, heavy net of branches that is practically impenetrable even when the netting has been destroyed by rust. It has the same advantages of never getting beyond control in a skyward direction, and of keeping fairly close to its support, while its beauty in the fall of the year can be better imagined than described. This style of vine-hedge has been applied to many of the forms of light ornamental iron and wire fences, and forms a pleasing combination with all of them.

Even where there are only three or four strands of crimped wire, the effect is beautiful. The fence is, of course, not proof against the smaller animals unless the wire netting is of very fine mesh, but for ornamental purposes it answers every purpose.

In the northern part of New York city there are still many stone walls remaining around old mansions. These have been frequently planted with honeysuckle, and are now the most beautiful of ornamental fences. The leaves falling very late in the season is another point in their favor, as it gives them, to no small degree, the advantages of an evergreen.

YOUR "CALLING."

BY W. RANDOLPH.

WHAT will you do in life, young man? Will you cultivate a farm, or work at a trade, or drive bargains in business? Will you preach over a pulpit, or practice at a bar? Will you teach school or edit a paper? Will you paint or sing for a living?

It would be—I won't say a good thing, but a pleasant thing, if you could do just what you want to do. You like to sing, you like to talk—nearly everybody does; how pleasant if we could all be singers and preachers and lawyers. But then who would listen? Who would fill the pews? (They are not any too well filled now.) Who would raise the flour, and milk the cows for our bread and butter? Who would make our clothing and mend the shoes?

"Let somebody else do that," you say; and somebody else says you ought to do it. Who is to decide this question? All together will decide it, and you will help. You and the rest of the world will some day come to an agreement about what you can do best, and that you will do if you are wise. If you are so foolish or so unfortunate as to keep on trying to do something the world doesn't want you to do, the world will do its best to make you uncomfortable.

Do you remember how little Samuel was called in the night? So it is that men are "called" to do a certain work in the world. Sometimes as young men they hear this voice that tells them what they must do in life; sometimes it is not until the prime of manhood that their work is made plain before them.

What work do you *like* to do?—not to talk about only. What can you begin at early and stick to it late, day after day, year after year, and enjoy it all the time? What work *can* you do; not in your mind, but actually? Very many people are singers, and painters, and poets, and great business men, and soldiers *in their minds*, but no one wants to hear them sing, or look at their pictures, or read their poems; they always get the worst of a bargain, and as for soldiering—they can do almost anything but fight. What is the work that people can see you do and will say: "Well done!"?

But don't imagine that you are fit, as half a man, to do any very great work in the world; while you are waiting to find out what you can do best, make a thorough all-round man of yourself; educate yourself and train yourself—no one else can do this for you—so that when your work appears you will be equal to it.

A man may make a certain sort of success in life, if he knows only one thing thoroughly, however ignorant he may be of everything else; indeed, some wise people contend that a man is better off to know only one thing. There may be some truth in this; but it can hardly be practically applied until a man has found out what is the particular one thing which *he* ought to know. He may be gray before he learns this; meanwhile it won't do to remain in ignorance of everything.

It is every young man's business to do with his might what his hand finds to do; to keep his brain clear and his body strong; to cultivate his intellect and his character for all it is worth, so as to be in readiness when the "call" is heard, to respond with whole-souled, manly vigor, "Here am I."

A young man might better learn the wrong business first, than learn nothing. Still remember always: Listen for your "calling." Some day you will hear it without question. *Treasure Trove.*

LOSS AND GAIN.

BY HAROLD VAN SANTVOORD.

EVERY human life has its losses and gains. Each day's transactions show a balance on the debit or credit side of the account. We are loath to subtract the loss. We are eager to add the gain. But losses are inevitable. Hence, in the boldest schemes evolved by human mind it is a fundamental principle of political economy to provide for future contingencies. We must pay our debts. As rigorously as nature exacts its dues, so it repairs its waste and pays its debts.

In nature there is no waste. Not an atom is lost. Nature is a rigid economist. Each flying chip and whiff of vapor and grain of dust is utilized in carrying out the scheme of creation instituted when order was brought out of chaos. Cosmic matter floats in the atmosphere in such minute particles as to be invisible to the eye of man. Professor Nordenskjöld calculated that at least five hundred thousand tons of this world-dust falls upon the snowy caps of the mountain-ranges and the great ice-fields of the polar regions each year. The erosive forces of nature are constantly supplying new materials and new motors for carrying on the world's work. It is a destruction and

rebuilding all the time. "The minute diatom," says Selina Gage, "flies from the Amazon waters to the European headland and builds the soil again, and the plant grows and dies, and enriches the earth." In reality nothing dies. Whatever appears to die, or dissolve in the air, is incorporated in new forms. Nature could not spare its waste.

So in the human mind, which economizes its force and utilizes its energy, there is no waste. With each gain a provision is made for future loss. Thus the crucial problem, how to get a living, involves in its solution a knowledge of the value of money and the uses of wealth. We live for labor. The source of wealth is industry; the meaning of industry is work. But frequently the love of gain unfits the mind for privation and loss. So, recognizing the fact that gain is a material advantage, we are frequently reminded that loss is a spiritual discipline. All gain and no loss would so disturb the equilibrium of the social body, and alter the conditions of life, that the human race would degenerate into anarchy and chaos.

Time is a creditor which scrupulously exacts the payment of all debts. We are indebted to time for our lease of life. Our privacy is invaded when we repudiate its debts. With its finger on the pulse it implores, "Pay your debts." Bring your wants within your means. Let each day's work be complete. Shirking labor is ignoring our indebtedness to time. When time exacts its dues, the delinquent is like Loki bound to the rocks, with a serpent suspended over his head. On the bath-tub of King Tching-thang was an ancient rune which translated read: "Renew thyself completely each day. Do it again and again, and forever again." Self-renewal is the labor of life. Many consider life only in its commercial aspects. What if those who live for the future appear selfish to those who live for the present? Suppose he who lives for the future is not rich in emoluments, and is denied his meed of praise? There is a finer compensation than the benefits money secures or titles confer. Principles make the man. Character is the rock-bed of human history.

Despite the losses, and however slight the gains, it is sweet and wholesome to live. In the sphere of labor the soul exerts its highest influence, and reaps its most substantial reward. And no man is so poor that he cannot contribute his quota to the sum of human happiness. The luxuries of civilization have not added an iota to the inventive power of man in improving his social condition and extending his usefulness. Luxuries impair the energy of a people. "Society acquires new arts, but loses old instincts." Whatever is instinctive in a man's nature, seeks its freest expression under adverse circumstances. The resources of the human mind are inexhaustible. Its gains more than compensate for the losses when it utilizes its gift. Concealing the losses and sharing the gains, it oxygenates the air, and feeds the flame of life until it burns with renewed brilliancy. All of this is assured by cultivating our own acre; we cannot reap another's harvest. Human life becomes rich in the fruits of labor by working with a single aim in view, and never coveting the flowers that grow in a neighbor's garden. The all-absorbing idea is to better the manhood. This is one end, the true gain, the measure and test, of power and human greatness.

In Horace's charming letters to Mæcenas, one is constantly reminded that the secret of contentment is to examine into the nature of our desires, and discover whether they arise from want, or from caprice and humor. Horace, on his Sabine farm, with a few chosen friends, is happier than Augustus on his throne, surrounded by parasites and courtiers. No gain is possible to a selfish person in whom riches beget a spirit of greed, and whom power makes a cruel tyrant. No loss is possible to a contented mind, whose desires do not exceed the limits of his purse, who has faith in God, and who lives in the Spirit. Whosoever gains courage from the conviction that a loss on the material side is a gain on the spiritual side of life, has solved one of the chief problems of existence. "I know of no more encouraging fact," says a wise teacher, "than the unquestionable ability of man to elevate his life by a conscious endeavor. It is something to be able to paint a particular picture, or to carve a statue, or to make a few objects beautiful; but it is far more glorious to carve and paint the glorious atmosphere and medium through which we look,—which, morally, we can do. Every man is asked to make his life, even in its details, worthy of the contemplation of his most elevated and critical hour." Such a life turns its poverty to riches, and its gains are in proportion to its usefulness.

WORK on. One day, beyond all thoughts of praise,
A sunny joy will crown thee with its rays;
Nor other than thy need, thy recompense.

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, OCTOBER, 1890.

Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'." *Scotch Farmer.*

THE county of Allegheny opened the Institute season of 1890–91 in Pittsburgh, August 25th. Seven hundred and eighty-eight members were enrolled. Enthusiasm seemed to pervade the very atmosphere. Dr. Winship, the genial and sagacious editor of New England *Journal of Education*, and Ex-Supt. Jas. M. Coughlin, of Luzerne County, gave instruction throughout the entire week, and chiefly determined the high character of the sessions by their inspiring and suggestive addresses.

Dr. T. B. Noss, of California, Dr Z. X. Snyder, of Indiana, and Prof. Maltby, of Slippery Rock, represented the Normal Schools, and by their addresses increased the interest.

County Supt. Hamilton showed his administrative ability in his choice of instructors, in place of meeting, and in the general direction of the institute. He had the courage to increase the expenses of the School Boards by holding the Institute before the opening of the schools. This courageous decision will secure to the schools a return many times greater than if the same Institute had been held in December. If an Institute is valuable when half the term has passed before it is called, it is of greater value when each teacher opens his school year with an interest in the children, and in his work, aroused by the Institute.

THE sixth annual session of the Directors' Association of Lancaster County was called by Supt. M. J. Brecht to meet in Lancaster October 2d. The convention was called to order at the Court House at 10 o'clock by the County Superintendent, who addressed the association upon the work before it. The Chairman, Capt. J. R. Bricker, spoke of the duties and obligations of directors, saying that they virtually control the educational interests of the State. Among other questions, that of Closer Supervision was discussed at some length, and resolutions adopted, urging it upon the attention of the Legislature. In speaking upon this subject Mr. J. M. Frantz said: "The work in the schools is in proportion to the supervision outside of them. Our weak point is our supervision. There is too much involved here to treat this matter lightly. School directors visit the schools too rarely, and a competent officer is urgently needed under their immediate direction who shall act as their representative in such visitation." The subject of heating and ventilation was also considered, and the Smead-Rutan system heartily approved by those who have used it.

THE inquiry is sometimes made as to why the appropriation to one district or another is not increased in the same ratio as the increase in the State Appropriation. There are two reasons for this: 1. The last triennial assessment, which increases the number of taxables, is the new basis upon which the rate *per capita* is made; and 2. The increase in salary to the Superintendent beyond the amount provided for in the act of Assembly. Such increase may, of course, be voted by the convention of Directors, but it must be deducted from the appropriation to the county before the rate *per capita* is found. The increase per taxable to a certain district has been from $1.17 to $1.383. This seems small under an addition of one-third to the appropriation to the State at large. This is due to the fact that at the same time that the additional appropriation was paid out (for the year ending June, 1890) the list of taxables at the last triennial assessment went into effect, and the increase in the number of taxables in this district was such, from 1886 to 1889, that the ratio was increased only to $1.383. The ratio is found by dividing the entire appropriation by the whole number of taxables. This rate per taxable is reduced slightly, as has been said, in those counties which have voted part of their appropriation as additional salary to their Superintendents.

REV. JOHN S. STAHR was inaugurated President of Franklin and Marshall College on Thursday, September 11th. The inauguration ceremonies took place in the college chapel. The exercises were in charge of a committee of the Board of Trustees, consisting of Dr. J. O. Miller, of York; Rev. Dr. Thomas G. Apple, and Dr. J. P. Wickersham. An address was delivered by Geo. F. Baer, Esq., of Reading. The charge to President-elect Stahr was delivered by Rev. Dr. Thomas G. Apple, the former President, after which the President-elect discussed at length the different educational

systems and the field occupied by the college and university respectively.

The exercises closed with music by the glee club. after which the audience repaired to the campus, where ground was broken for the new Gymnasium building. President Reed, of Dickinson College, was the speaker of the occasion, and made a very happy off-hand address.

WE are too fast—too eager after immediate results—in almost every sphere of life. No sonner does an avenue of wealth open in any direction than thousands rush in, regardless of future results. Whole forests are swept away as by magic, till our mountains even are becoming treeless and our streams fishless. Mining towns are built and abandoned and rebuilt, giving us a vast nomadic mass of money-seekers, roaming restless and almost lawless. Syndicates are forming on every side, turning our social life into a wild race for riches. Wheat is no longer for bread, nor cotton for clothing, nor meat for the eater, but all alike for margins in the way of stock gambling and market cornering.

The same wild spirit has invaded the estate of learning. The demon cry along the whole line is, *Hurry on!* The young man, from the alphabet almost, leaps into law, or medicine, or theology. The common schools are not exempt. Strange would it be if they were. We have no right to suppose that they have, *per se*, any potent wand to exercise such demoniacal possession. Growth, which is both slow and scarcely in its progress authenticating itself to surface-looking eyes, is in danger of being entirely swept from vision by the hurrying age. The school *system* is coming to be magnified more and more, as though the children were made to be fitted into it, and in this way accomplish its glorification, and not their own development into self-possessed manhood and womanhood.—*Dr. Higbee.*

EXAMINATIONS must utterly fail unless the examiner has a clear grasp of the aim of education, and the qualification of heart and mind required to make a teacher whose work shall be significant and lasting. If the examination spend itself upon mere details, challenging the memory of the candidate in reference to the various hand-books with which the pupils of the schools are supplied, and does not expand itself into questions which take up the philosophy and history of education, challenging the thought, and purpose, and psychological grasp of the candidate, it becomes a machine, making machines, a tread-mill process in which all proper aspirations are crushed, and mere pedantry fostered.—*Dr. Higbee.*

OUR FALL ARBOR DAY.

THE observance of Arbor Day, as appointed by State Superintendent Waller for Friday, October 24th, should be very general throughout the State. The schools are open everywhere, and it is the desire of the Superintendent, and of all that sympathize with the views expressed in his official circular, found elsewhere in this issue, that in every school the planting of trees and vines, etc., shall be talked of, encouraged, done and recorded. Let us have a universal celebration of Arbor Day. As Dr. Higbee, in speaking of Arbor Day, says:

"What more useful or more delightful occupation for a school holiday can there be than that of ornamenting school-grounds, and the approaches thereto, with flowering plants, shrubbery, shade trees, vines, and fruit trees? While affording a fine opportunity for imparting valuable practical instruction, such work, properly organized, would increase the charm of our school-grounds, and in many places make what is now a desert blossom as a rose.

"No one can easily measure the influence which such work, if followed by proper subsequent care upon the part of teachers and pupils, would exert upon the whole district. We are all influenced, unconsciously it may be, by our surroundings. Habits of neatness, and care, and industry, are in part formed by just such simple challenge of attention as the planting and tending of trees and shrubbery and flowers would make upon the time and feelings of those engaged therein.

"Our villages and boroughs and cities need the refreshment and beauty of growing trees. They need avenues overarched with elms, yards shaded with maples and lindens, where the song of birds, and the music of winds rustling through myriad leaves, may be heard. They need extensive parks, also, with shaded walks and drives, with lawns decked with shrubbery and flowers,—blossomy paths through which wearied ones may loiter and gain renewed strength for the battle of life. Arbor Day, observed from year to year, will accomplish this, and the results, in the way of social economy and refinement, will be incalculable. Let the work, so auspiciously begun, go forward; let public sentiment be more fully aroused;

let the thousands of school children speak and act and grow up into an earnest protest against the wanton destruction of our forests, and into an intelligent love for landscape gardening, and all that pertains thereto."

The bit of practical advice urging tree planting, in good Scotch dialect, which stands at the head of the Editorial department of *The Journal*, has a little history that may be of interest to the reader. The very words used were spoken by a Highland laird, while on his death-bed, to his son. They were afterwards introduced by Sir Walter Scott into one of his immortal stories. In this connection they have been widely read and have been the moving cause that has led to the planting of many a tree. It is said that they had so much weight with a Scottish earl that he planted in trees a large tract of country in Scotland. We should be glad to know what they have done for Pennsylvania.

In the touching story of "The Heart of Mid-Lothian," Chapter VIII., the reader may find the circumstances under which the words were spoken. The Laird of Dumbiedikes was taken ill, and lay in the best bedroom of his mansion. The minister of the parish, the family physician, and the laird's attorney, were all hastily summoned and appeared "with the son and heir of the patient, a tall, gawky, silly-looking boy of fourteen or fifteen, and the housekeeper, at the side of the sick Dumbiedikes. To these attendants the dying man (from Scott) addressed himself pretty nearly in the following words; temporal and spiritual matters, the care of his health and his affairs, being strangely jumbled in a head which was never one of the clearest:

"These be sair times wi' me, gentlemen and neighbors! Amaist as ill as at the aughty-nine, when I was rabbled by the collegianers. They mistook me muckle—they ca'd me a papist, but there was never a papist bit about me, minister. Jock, ye'll take warning—it's a debt we maun a' pay, and there stands Nichil Novit (the attorney) that will tell ye I was never gude at paying debts in my life. Mr. Novit, ye'll no forget to draw the annual rent that's due on the yerl's bond—if I pay debt to other folk, I think they suld pay it to me, that aquals aquals. *Jock, when ye hae naething else to do, ye may be aye stickin' in a tree; it will be growin', Jock, when ye're sleepin'*. My father tauld me sae forty years sin', but I ne'er fand time to mind him."

To everybody in the educational work in Pennsylvania we commend the old laird's advice, though most we know will follow his example rather than his precept. It is the way of the world to give advice but not to take it—except in the case of some rare men and women who go the way which they point out to others. And yet it is better for the Teacher or Director or Superintendent to give advice here to the young, even though he never teaches by example. It may be that the young boy or girl will break the ground and plant, and thus make a beginning of good works in this important direction—of putting something into the ground, to be interested thereafter in seeing it grow!

DR. HIGBEE MEMORIAL.

THE problem submitted to the Memorial Committee appointed at the Mauch Chunk meeting of the State Teachers' Association presents these questions: "How can this Memorial Fund be so expended as to make more real for a generation to the schools of Pennsylvania, and indeed to all of us who knew and loved him, the amiable and attractive personality of Dr. Higbee?" and—what is of greater importance?—"How can it aid in perpetuating his influence, positive and vitalizing, in the world of education, morals, and religion?"

Had the original suggestion of a memorial upon the Capitol grounds been approved by the State authorities, we think it should have taken the form of a statue in bronze upon a massive granite base. The fund at command would be inadequate for this, but it could readily be increased. Nor is the fund sufficiently large to be expended in scholarships—as has been appropriately suggested—for the maintenance of deserving students in one or other of our Colleges or Normal Schools. But, somewhat increased and judiciously used, it will, we think, prove ample for such a Memorial as has not been known in honor of any other American educator; such, too, as is eminently befitting the character and services of Dr. Higbee; and such as will perpetuate, not in one isolated spot but all over Pennsylvania, his memory and influence for the next half century of time.

The Committee do not recommend any outlay for a monument of massive size or elaborate design. Dr. Higbee himself would disapprove this, and his family request that but a modest sum be expended at his

grave. The order for the monument has already been given. It is after a design that has been approved by the family, which is at once appropriate and beautiful. It is true that not many teachers or superintendents in Pennsylvania will ever see it; nor will it be within the borders of our Commonwealth; but we all know—what is enough for us to know—that at Dr. Higbee's grave, in enduring granite, it tells the story of our love and his honor.

There will also be a life-size bust in bronze placed in the Department of Public Instruction. Memorial portraits of life size and most life-like in appearance will be sent to all who are entitled to receive them, as indicated in the last number of *The Journal*. The Memorial Volume, comprising one hundred and sixty double-column pages, will be distributed along with the portraits. It is probably the most extraordinary book of its kind—showing the matter, life, and results of a great teacher's work—that has ever been issued from the American press. There is in it, we verily believe, for the true teacher, more of inspiration, of quickening power, of suggestive thought towards the higher things of his profession, than in almost any other pedagogical work of our acquaintance. It is a book from which Pennsylvania teachers especially should get great good, and of which, in the fact that it presents the life and work of their lamented Chief, they may feel a deep interest and an honorable pride.

We all know, in our individual experience, that a life-like picture in the home, the office, or the school, is more highly prized, and is really of much greater value to us, than any shaft or other memorial stone in the cemetery or elsewhere that may have cost a hundred times as much money. The one is life, or at least suggestive of the realism of life; the other but stone and usually suggesting little besides, unless carved into forms of life. Hence the purpose of the Committee to put the strong face, the noble head, of Dr. Higbee—his "counterfeit presentment"—into as many centres of educational influence as possible in Pennsylvania. On the walls of school-rooms in all parts of the State these pictures will for many years perpetuate, as only face and form can do this, his loving presence and personality.

And while this is true, yet we regard the Memorial Volume as of much greater value. Picture and book complement each other admirably; but the volume, at the same time that it costs most money, is certainly the most valuable feature of the Dr. Higbee Memorial, because in it are to be found the very life and moving spirit of the man.

TOWNSHIP GRADED SCHOOLS.

THE annual report (for 1889) of the Department of Public Instruction is an exceedingly interesting document, that ought to attract attention in educational circles. There is very much in it to afford encouragement to all friends of the cause for the progress that has undeniably been made, and the cheering prospect held out of still greater progress in the future; though in some parts of the State there is still very much to humiliate and discourage.

We have only room at this time for a single point, but that a very suggestive one. Supt. U. B. Gillette, of Susquehanna county, after reporting the great good accomplished by recently established graded schools in borough districts, makes the very pertinent inquiry:

"Why may not the (township) district systematize their work so as to have 'grades' to aspire to, and a definite course of study to be completed, which entitles the pupil to some testimonial signed by teacher and directors?"

For answer to this direct query we turn to the report of Supt. R. F. Hoffecker, of Montgomery county, who furnishes the following most satisfactory and conclusive testimony as to what has already been done in this direction in his county:

"The introduction of the graded course of study and the awarding of township diplomas bid fair to accomplish much good in rural districts. It is now adopted by nearly one-half of the districts. It is weeding out poor and inefficient teachers. An indolent teacher cannot exist long where the higher pupils of a township are annually brought together and examined by the county superintendent or a committee appointed for the purpose. Only teachers willing to work hard will seek employment where the graded course is in operation. It is giving pupils a definite object to reach, and already many are remaining longer in the schools in order to reach it. It is also giving a good healthy impetus to study. The majority of the students who receive a township diploma seek higher seminaries of learning, colleges or normal schools. One township has ten graduates now in normal schools. We are looking forward to the time when the entire county will adopt this plan."

Supt. J. M. Berkey, of Somerset county, and Supt. H. C. Breneman, of York county, urge the same thing for the same reason given by Supt. Gillette. Says the former: "It is the lack of efficient local supervision that is

to-day the most prominent weakness in our country schools," and Supt. J. W. Sturdevant, of Crawford, vigorously champions the district superintendency as an imperious necessity for the country schools. In other counties the grading of the country schools and closer professional supervision are directly in the line of early development and progress. The time is coming when township diplomas, as passports to public confidence and employment, will possess a literary and commercial value that will make them well worth striving for on the part of pupils. Let the good work go on with vigorous and accelerated impulse.

ENDOWMENTS FOR STATE NORMAL SCHOOLS.

THE VAST FUTURE OF INFLUENCE BEFORE THESE SCHOOLS: NECESSITY FOR WELL ENDOWED PROFESSORSHIPS.

THIS is an age and a continent of widely diffused as well as enormous wealth. It is also remarkable for the number and magnitude of voluntary contributions by private citizens for educational and benevolent purposes. Their name is legion, and their objects as diversified as they are numerous. It is one of the noblest developments of beneficent Christianity; and, in spite of desponding pessimists and sneering skeptics, furnishes incontrovertible evidence that the world is getting better instead of worse, and that beneath the surface foam of greed and grasp and crime, so constantly flaunted before the public in the columns of a too enterprising press, as the staple of daily life, instead of being merely its frayed and ragged selvedge, millenmial influences do pervade the community and brood longingly in the hearts of the people. The ranks of affluent almoners of the Almighty's bounty are augmented by the vastly greater number of those in more moderate circumstances who are more generous and free-handed in proportion to their means; and the still greater number of very limited means scattered everywhere throughout society who yearn to serve their Divine Master by the same methods, with self sacrificing generosity, could they but command the means to do so.

Philanthropic citizens who have both the power and the disposition to contribute to the permanent welfare of communities and institutions, are sometimes at a loss to know where it can be safely done to the best advantage, and a timely hint unobtrusively suggested may occasionally serve as welcome pilotage to waiting fields of investment that had not occurred to them as being specially available, or as filling conditions that might possibly exert a controlling influence in their own minds.

In a recent issue we referred to conspicuous instances of patriotic liberality in connection with the common schools, that we regarded as eminently praiseworthy in motive and singularly sagacious in method. Following in that line of safe precedents, we would here indicate to large-hearted and liberal-minded friends of education in its higher and widely diffusive forms, a special field that has escaped attention, and thus far does not appear to have been regarded in any quarter as suitable for individual action.

The 4th section of the act of May 20, 1857, under which our State Normal Schools have been established, formed no part of the original bill as it came from the pen of Dr. Burrowes, but was added in the Senate, on motion of the lamented Darwin A. Finney, of Crawford county. It reads as follows:

"That after the said schools shall have been recognized under the provisions of this act, it shall be lawful for them to receive, hold, and use, under the direction of their trustees as aforesaid, any devise, bequest, gift, grant, or endowment of property, whether real or personal, which may be made to them; and the same shall be so applied by the trustees as shall in the opinion of a majority of them, increase the efficiency and usefulness of the said schools, subject, however, to any terms. conditions, or restrictions which may be attached to such devise, bequest, gift, grant, or endowment, not inconsistent with the spirit and purposes of this act; and the said trustees shall have authority to bring suit in their name as trustees, and to do all other things necessary for the recovery, use, and application of the same."

This section only rounded out the full proportions of the act and put it in symmetrical harmony with the theory upon which it was framed. The act did not establish State Normal Schools, but after defining the policy of the State and setting up a high standard for the friends of education to work up to, merely authorized private enterprise and capital to build and operate these institutions under specified conditions, without any hint of financial cooperation on the part of the commonwealth, because if an appropriation had been suggested in the bill it could not have become a law. One of the strongest objections, indeed, to the bill in the minds of many members being a lurking apprehension that colossal appropriations would be called for

at the very next session of the Legislature, this fear was met and disarmed by the explanation that as it stood it was a mere theory and could not go into practical operation for several years. It was therefore fitting and proper that the act should authorize auxiliary means of raising funds aside from direct subscriptions of stock. This section, however, seems thus far to have been overlooked, and so far as is known no friend of the schools has ever invested his means under the shelter of its provisions.

The State subsequently did what it manifestly should have done in the first place —made appropriations from time to time to help these schools to get on their feet, but under guarded and crippling restrictions. Most of them have had a long and hard struggle for existence, but at last have overcome the cruel financial embarrassments of the earlier stages of their existence, and, surmounting other collateral difficulties, have at last reached the point when they are firmly established in the confidence of the public, and impregnable in their progressive development against hostile assaults from any quarter.

But with all the achievements of the past they have not yet reached the high ideal contemplated in the act, and which the wants of the public schools and the reputation of the State demand; nor can they until they are disenthralled from the practical necessity of doing academic instead of purely professional work. To this end, a large augmentation of available and permanent funds become *absolutely necessary*. In the very nature of the case the higher education is always expensive, and can never be met by tuition fees. From one source or another money must always be provided, and in large amounts, to enable the higher institutions of learning to develop their full working life, and reach the highest level of permanent usefulness. We know of no exception to the rule. "History teaches by example," and running back along the line of educational history, we find that great seats of learning have been gradually built up, as the generations moved along the tide of time, by liberal endowments from private benefactors, some for special purposes, and some wisely general in their character.

The time has come when our State Normal Schools, firmly anchored as permanent fixtures of the State, and expanding into broader usefulness with each ripening year of experience, can justly be presented to the public as peculiarly inviting subjects for favorable action on the part of liberal-minded and ambitious private citizens under the fourth section of the law. It has lain dormant ever since its enactment, for at the outset the elements of certainty and safety seemed to be lacking. But that disturbed and difficult transition period has been safely passed, and its harassing embarassment overcome, and the element of uncertainty finally eliminated.

It requires a very large fortune to create and permanently support an institution of learning like the Lehigh University, for instance, and it is a well-known fact that many lesser attempts of the kind have run into brick and mortar and there stopped because the funds were exhausted. It is always wiser and better to fortify and strengthen existing institutions than to risk independent failures. What our State Normal Schools need is to be loosened up and strengthened in the work of training and instruction, the peculiar work for which they were created. As they are already established, there is no room or opportunity for private beneficence to call them into being; but there is room and opportunity to enlarge their functions and elevate their standards. This can be best and most wisely done, not by putting up buildings (though that would be well enough in its way when there is room or occasion for it) but by *endowing professorships*, those already in existence, or whatever new ones may be required—each professorship thus endowed to be known forever by the name of the donor, thus permanently linking his name with this great cause, and putting his money where it will be most useful in connection with his name for all coming time. Some, at least, of these schools are located in the midst of enlightened and wealthy communities where the value of a liberal education is well understood; and there are, doubtless, people of means who, if their attention was called to this phase of the subject, would upon due examination feel inclined to help the cause along in the way suggested, either by gift, during their own life-time, of surplus funds that could be spared for the purpose, or by testamentary bequests to be applied according to their own directions after they have "shuffled off this mortal coil."

The more this subject is examined in all its bearings and benefits, the more it will attract favorable consideration, and, when fully understood, favorable action. It is not to be expected that all the Professorships will be endowed at one time; but a beginning could be made by endowing one,

and then another, and another, by somebody else, until at last the whole circle would be completed, in the particular school thus favored, and in time one school after another would be so buttressed and fortified for its most effective and permanent work as to make it secure against accidents, and confer inestimable benefits upon successive generations.

Take the number of teacher-students that would pass under the moulding influence, year after year, of one highly-endowed and well-filled professorship, and the number of impressionable pupils in the common schools that would afterwards be reached and influenced by these same teacher-students, and some idea can be formed of the far-reaching and ever-expanding influence for good that would be assured by this generous and sagacious method of applying private means to public ends through legally organized channels of action. And what a crown of glory to our grand old Commonwealth such endowed institutions would be in coming years! To faintly realize the ideal, we must look forward with a seer's vision to the time when the population of Pennsylvania, within the life-time of many now living, will be ten millions instead of five, and then again to a later period when twenty or more millions of well-educated and prosperous people will be "at home" within her borders. What a power for good our Normal Schools will then have become, and how thoroughly their mental force and moral power will permeate and quicken the intellectual and social life of our people!

The vision comes to us in the beckoning future like the auroral light of another morning risen on the high noon of all past educational achievement. There is inspiration in the thought that ought to be encouragement for action. There are many rich oil and iron men, and millionaires of other types in the western part of the State, who could readily send their names down to future generations by endowing a professorship in whatever State Normal School might be conveniently within their reach; and in the east there are large amounts of vested wealth in the hands of men of culture and education and broad views of life, who appreciate the cause of popular education, and who would doubtless be willing as well as able to give it a permanent impulse in the way we have indicated, if it was brought before them for their leisurely and thoughtful consideration. The more they would think about it, and examine it in all its bearings, the more, it seems to us, would they be impressed with the conviction that it would be the right thing, and the best thing, for them to do with a portion at least of their available means. And having done it, they would feel more and more contented in the consciousness that, for their own reputation and the welfare of the community, they had in this thing acted wisely and well.

INCREASED APPROPRIATION.

DIRECTIONS IN WHICH DR. HIGBEE THOUGHT IT SHOULD BE USED FOR THE SCHOOLS.

WHAT we ask of our Common Schools is that they prepare the intellect to be challenged by the true, the will by the good, the imagination by the beautiful, and the three working together to lead man back to the Source of all good. This is the demand —this the school ought to do—and it is proper that we ask the State to recognize the work of the teacher, and to pay fairly for what he is doing. The Constitution wisely fixed a million as the minimum for education—progressive enlightenment has now reached *Two Millions*—but what is being done with it? The lady teachers of this State average about $30 a month, and our male teachers a salary somewhat larger. It is a shame to the State and to our Directors, that a calling so high, of which we demand results so great, upon which we impose responsibilities so mighty, should be paid about half the wages of an efficient stone mason, carpenter, or clerk, not one of whom, as we are willing to admit, may be receiving more than he earns.

We want our schools open for *a Longer Term*. How foolish to teach them for six months, and let the children run wild the other six! If the home could supplement the school training, it might be all right, but we know that it cannot—that the six months is indeed vacation. How would any other business thrive if it were pushed for six months and let run loose for the other six? We want our pupils everywhere under good school instruction for eight or nine months of the year, if we are to produce the results demanded. We want *time* for the boys and girls to study their books and to train their hands—to read and cipher, if need be to hammer and saw, to cook and sew, to introduce the practical along with the theoretical.

We want *School Libraries*. Why do we teach reading? Plainly that the child may read. What do we give him to read? In

good books are the treasures of the ages: we should see that our pupils have access to some of them. Interest them in good reading; get them to love reading, and soon they will need little of our teaching.

We want *permanence in our teachers' tenure of office.* There are places where teachers are not employed for the year, but by the month, and, it is said, even by the day —not in Pennsylvania this last, we are glad to say. We want in the school the solemnity that comes of what occurs day by day, year by year—just what the word means in its literal sense—which we may remember as we do the place where our mother sat, where the family Bible lay, where the father knelt in prayer—and which we may hold as sacred. How can this be when the teachers are changed every year, or twice a year, as they are sometimes in Pennsylvania, where the "two terms" still exist? How can the teacher know the physical or psychical peculiarities of the pupil, his family life, his antecedent resources and subsequent possibilities—how get hold of his soul? Manifestly it is impossible. We are told that the teacher is to be *in loco parentis*—and we see him or her changed every year or every six months!

Let the increased appropriation be so expended as to insure better results in the several directions here named, and not simply to reduce local taxation, and great good must follow.

MIND AND HAND.

MANY old prejudices and misapprehensions disappear from time to time from the educational arena and give place to truer methods and sounder principles. The idea that anybody can teach a primary school is an exploded notion that has vanished finally, and other kindred heresies will rapidly follow into merited oblivion. The impression still lingers occasionally in some quarters like a phantom flitting through the night, that a thorough education is only needed for the learned professions and that much "schooling" is not necessary to the skillful handling of tools or the right conduct of mechanical operations. But the fact obtrudes itself more and more upon the popular understanding that there are constituent elements in the materials worked upon, and latent influences and laws impressed upon them by nature, whose existence must be recognized and understood if the highest success is to be achieved with the least danger of failure or possible disaster. That the skill is not in the hand *sense*, but in the power that directs its movements, is becoming more generally understood and appreciated.

To get at the mystery and solve it, take, by way of illustration, two hands of apparently equal size and muscular power, say, for instance, the hand of a professional penman and of a watchmaker, which, from the work required of them, would naturally be almost identical in size and strength, and endeavor to ascertain by inspection the secret of their skill and the difference in their capabilities. Turn them over and examine them carefully and measure them accurately, and you cannot discover any apparent reason why each should do its own appointed work, or why their work is not interchangeable, and that one cannot do the work of the other, for they seem to be alike in capability so far as observation can determine that fact.

Baffled by mere inspection, suppose you carry the investigation one step farther, and invoke the aid of the comparative anatomist to solve the problem and explain the riddle, cutting away muscle and tendon, cuticle and bone, vein and artery and quickening nerves, until the entire manual mechanism is laid bare and subjected to the most searching scrutiny with no other result than to baffle inquiry and disappoint expectation. Perhaps one step farther may reach the desired solution. Call in now the analytical chemist, and in his magic crucible reduce the hand to its original elements, and separate, classify, and weigh the substances of which it is composed, and still the secret which you would discover eludes your grasp and does not give up its mystery—because it is not there! The hand of the one and the hand of the other is skillful, and their skill not interchangeable, because it is the *mind-directed* hand; therefore, the more of brain and specific well-directed education can be applied to the mechanic arts and all structural and formative processes, the more successful, trust-worthy, and reliable will they become, the greater will be the prosperity of those who give their lives to these avocations, and the higher will be their social standing and the respect accorded to them because of the higher grade of intelligence which lifts them above the manual drudgery of the mere day-laborer.

It is *mind* that enables man to "subdue the earth," and rule the brute creation, and control the forces of nature; and the sovereignty of *educated* mind will always assert

its supremacy in whatever channel of effort it may be directed. It is by *intelligence* that skilled labor always holds its own, and dignifies the workshop, adorns the cultured home, and adds to the welfare of the body politic.

LITERARY PRIZE COMPETITION.

IT is a little early, perhaps, to seriously consider anything that comes in the form of a definite proposition, in connection with the preliminary arrangements being made for the Great World's Fair to be held at Chicago in 1892. Still, among the definite features of the great project that have been proposed, there is one of unusual character. We refer to the announcement, recently made, that the Phi Beta Kappa Society, though its natural couhcil, has empowered a committee, cosisting of Bishop Potter and the Presidents of the Yale, Harvard, Johns Hopkins, Cornell, the University of Michigan and the Universsty of Minnessota, to offer as its contributien to the Fair two prizes of $3,000 each, "for the best general essays on the progress of science and literature respectively; such essays to embrace a philosophical discussion of the development in the past and the outlook for the future."

Here an opportunity is presented, and ample time afforded, to gain both honorable distinction and a very fair renumeration for labor expended. The following remarks upon the subject will prove to be of more than ordinary interest:

"The Phi Beta Kappa, as a correspondent of the *Commercial Advertiser* reminds us, was born amid the great events of 1776, and is entitled by its birthright to the patriotic spirit which this notable proposal of a literary contest evinces. With the rapid development of other social organizations in the colleges the practical utility, though not the high reputation, of the society has diminished in recent years. It is still the agency through which here and there, and notably at Cambridge, fine orations are annnally extracted from distinguished graduates of the universities, but in some, at least, of the institutions where it was once a living force it is now little more than an honored name. It may be safely assumed that though the coming competition had its inception in a purely unselfish purpose, it will serve to stimulate the waning activities of the Phi Beta Kappa. The prizes are worthy of the ancient society which offers them, both in respect to the literary feat which they encourage and the rewards which they propose. Efforts to promote intellectual competitions of this description are commonly made ridiiculous by the paltry recompense which they hold out. If the day has gone when a laurel wreath has a sufficient stimulus and reward for toil of mind or body, the day has not yet come when competitors of respectable quality will contend arduously for a prize of a hundred dollars. But there are few men leading the intellectual lfie of which Mr. Hamerton discourses to whom the sum of $3,000 is not of considerable consequence. If the Phi Beta Kappa committee make proclamation of the contest now proposed, we shall expect to hear that many keen intellects are at work, and eventually to read prize essays of which the authors, however famous otherwise, will have no cause to be ashamed."

VOCAL MUSIC.

IN running our thoughts backward and comparing the present with the past, one of the most gratifying evidences of elevating and humanizing culture and progress, that warms the heart of the patriot and cheers the lover of his race, is the wide-spread attention paid to vocal music in the common schools. This art, once so generally and sadly neglected, is now almost universally recognized as one of the most elevating and potential educational influences that can brighten the school, gladden the home and lend a spiritual charm to social life. It may not be true in all cases, what Shakespeare says, that "he who has no music in his soul is fit for treasons, strategems and spoils;" but it *is* true that they who have no ear for music, or have never had a taste for the divine art cultivated and developed, are shut out from some of the highest enjoyments of which the human soul is capable; and, aside from its passing benediction on fleeting human life, it has an eternal mission in realms of blessedness hereafter, when all material things have faded into nothingness. Of all the employments and enjoyments of earth, music is the only thing mentioned in the Sacred Volume as being our destined employment and enjoyment in the great hereafter.

In this view of the case it is eminently fitting and proper that training in this melodious art should begin in childhood, with the mother's lullaby in the nursery, and then with vocalization in the school-room, and continued through every gradation of common-school studies until the graduate is

ushered into the arena of the world's affairs. In its physical effects alone it is worth all that it costs in the pupil's study or teaching force, in its influence upon mental and physical health, and the resultant energy of effort to grasp and master the daily tasks assigned. The earnest efforts to give forth school songs with spirit and emphasis quickens the brain, expands the lungs, vitalizes the blood, quiets nervous irritability, chases away the blues, and warms up the whole human organism into the best condition and the happiest mood for the regular exercises of the day. Thus more work, and better work, can be done in six hours by the wide-awake teacher with music as an auxiliary to his work than in twelve hours without it.

Music in the school reacts with happy influence upon the home, and tends to link the home and the school in kindly reciprocal influence in the common work of elementary education, in which both are important factors. Following the vocal training of the young into the sanctuary, when school days are over, and the duties and responsibilities of adult life are assumed, how much better is it that the whole congregation, coming up from common-school training, are able to take part with fervor and enthusiasm in the public worship of God, as represented in psalms and hymns and spiritual songs, instead of passively listening to a small minority selected for that purpose! These vocal efforts bring up the pews into a state of impressible receptivity that meets the occupant of the sacred desk more than half way in his anxious and fervent efforts to drive home his message to the hearts and consciences of his hearers. Instead of trying to magnetize putty, he soon finds that the hearts of his people are throbbing in unison with his own, and his kindling inspiration of utterance and of thought, rewards his listeners for the help they have given him. Instead of a selected few, the whole congregation, like the rushing sound of many waters breaking on the shore, roll forth their songs of praise and thunder their anthems of thanksgiving, lifting the soul as on seraphs' wings to the very portals of heaven.

But we did not set out to discuss the general subject or to analyze its effects. Music is its own best interpreter and speaks to the inner senses of the soul with a depth and tenderness and undefinable subtlety of meaning to which written or spoken language can give no adequate interpretation, and but for music could never find voice or utterance. Our attention was attracted, in a moment of leisure, to successive collections in words and their accompanying music, of old songs and ballads and melodies which are our common inheritance and will never die; but which have not heretofore been accessible, so many of them and in such convenient shape, and whose circulation and use ought to be co-extensive with the broad jurisdiction of our common-school system, and be found in every home that is represented in the common school. The school and the home will always be the better for their beneficent mission, and so we are led to utter this random word of appreciation and approval. We could not well do less, we have not time at this moment to do more. But others can in other ways, and we sincerely hope they will.

SOME GERMAN SCHOOLS.

THE matter of housekeeping receives its full share of attention in the schools of some parts of Germany. Skill in cooking and the general duties of the household is always at a premium, and the schools can be utilized to the public good in this direction as in so many others. The following report to the Department of State at Washington, D. C., from Consul J. C. Monaghan, of Mannheim, Germany, is of unusual interest. He says:

There are no better trained and drilled housekeepers than German women. The time German boys give to Greek, Latin, mathematics, and "military," the girls give to simpler tasks and to learning how to be good, careful, saving, industrious wives and mothers. I must confess I never saw anything like it. Every town, city, and district has its haushaltungs schule (housekeeping school). Every once in a while they exhibit, the exercises being practical and theoretical, the latter usually covering such themes as general knowledge of housekeeping; instruction in the nutritions of various foods, their qualities and ratios to a certain standard, their effects as blood, flesh and fat producers, etc.; care of the sick, knowledge of and nursing and caring for children; household arithmetic, mental and on slates. The practical part at the exhibitions consists of exercises in sewing by hand and with a machine, ironing, mending (patching), knitting (they are born knitters, seem to do it instinctively), crocheting, etc., and the making and keeping of butter and cheese.

It is astonishing how carefully, cleanly, tirelessly, happily they work, singing all the time some lullaby song of Schiller or other national poet. Order is a German hausfrau's first law. They develop a skill that seems astonishing. The scholars go to these schools not as a task, but as to a playground, with zest and interest.

At the exhibition one sees all kinds of products, which, like valuable works of art which reveal their beauties only on close inspection, awake most interest under a careful and minute examination.

The course has for its object the teaching of housekeeping—

(*a*) Cooking, baking, washing, uses of milk, making of butter and cheeses, and care of a kitchen or vegetable garden,

(*b*) Ironing, sewing, mending, patching, knitting, clothes (dress) making, etc. The scholars bring their own working tools and stuff to work on. The things made and mended are exhibited on the last day of school, and afterwards given to the scholar who made them.

(*c*) General instruction in housekeeping, and in regard to preserving health when possessed and obtaining it when lost; also household bookkeeping.

At the head of the school is a special committee of five, chosen from the district committee. This special committee has charge of the admission, dismissal, etc., of scholars; also of the rooms, the food, clothing, etc., of the boarding scholars, and has also an active part to play in seeing that the scholars are properly and carefully instructed. They carefully inspect all work performed, for this purpose visiting the school from time to time during hours of instruction.

Children are expected to visit the schools of their own district, though exceptions are sometimes made, and children out of one district admitted into the school of another. The girls must be 16 years old and of good character.

Boarding scholars (and most are such) pay 1 mark per day for board. This goes into the district fund. The payments are made in two installments, one after the first two months, the second at the end of each term.

There are two courses, in summer and in winter. The summer course begins May 1 and continues till the time of harvest, when the girls return to help in the fields and on the farm at home. The winter term begins in November and continues till Easter, or thereabouts, with a two-weeks' vacation at Christmas and New Year. Each term has a length of about five months.

The plan of studies is prepared by the special committee of the district and the teachers. It aims to be as near practical as possible. Anything like the so-called French or fine cooking is seldom, if at all, indulged in. The manner of cooking taught is that based upon a scientific knowledge of all kinds of foods, animal and vegetable, and the best manner of producing them to secure pleasant taste and health.

Anything more than a mere idea of the good done and being done by these schools it is not in the power of a pen to give; they are a part of that splendid system of education which is at the bottom of Germany's wonderful progress —more than wonderful when one thinks of her very limited resources, the niggardliness of her soil, inclemency of her climate, and large areas of swamps and land good for little or nothing. I have myself seen so many practical examples of their good that I not only approve of, but most heartily commend them to the consideration of our school boards. I have seen young girls from 18 to 25 take hold of and direct and run large households, superintending the buying, arranging, cooking and serving of meals, and a hundred household duties. The schools, however, give training to all classes, and fit girls to fill almost any station in life, whether of wife or housekeeper, cook or general servant. They deserve a trial in the United States.

INDUSTRIAL TRAINING: A HINT.

WHILST experts are wrestling with the great problem of industrial training, and thoughtful men everywhere are considering the question with all the earnestness which its undoubted importance demands, we are still a great way from a satisfactory settlement of the issue. We are in the experimental stage, however, and are obtaining results which, although they cannot by any means be regarded as conclusive, may nevertheless already be credited with great value. By what has been accomplished we are certainly better able to appreciate the difficulties in which the subject is involved, and the crudities which always attend much theorizing are gradually being eliminated by the crucial test of practice. Whether it will ever appear feasible to engraft this branch of general education upon our present public school system, and give it place there as an integral part of the whole, is still a question by no means settled.

In the meantime there can be no question that the schools have felt the benefit of the general discussion of so interesting a subject. The ways and means, and necessary appliances, required for the carrying forward of any particular scheme of manual training, may not be forthcoming for many years, but hundreds of schools have felt the impetus that has been given to the idea of turning to practical account the resources that are at hand. The practical sense of the child is capable of cultivation and development, and there are many ways in which this can be done without any reference whatever to trades and workshops. And yet some of the most obvious ways of directing a child into a habit of doing for itself the many little things that belong especially to its school-life, are too often neglected.

Thus, in the matter of covering books—an easy enough thing to do when once it has been learned, but it must be learned before it can be done properly—more than one object lesson might be given with a view

to develop the practical sense. Good taste and common sense would be exercised in the selection of material most suitable for appearance and durability; the eye and hand would be trained in measuring, cutting and folding the cover; and in various ways the practical sense would be stimulated by the exercise, and encouragement would be given to further advancement in the slow process of developing the habit of self-reliance. So, too, in the matter of sharpening slate-pencils and lead-pencils, repairing disjointed slate-frames, mending broken-backed books, etc. —all little things, but of great importance as capable of being utilized for practical ends.

A studious effort to cultivate the practical sense along lines suggested by the necessities of our every-day life, is already within the province of every thoughtful teacher, and apart from the exigencies of particular trade-training, will accomplish results likely to prove in a measure satisfactory for the general purposes had in view. At any rate, there is no excuse for waiting until the industrial annex with its complement of tools and machinery be attached to every school-house, before attempting to do something definite in the way of utilizing the resources and opportunities already within our reach for the purpose of accomplishing the end desired. In looking off into the distance for the greater things hoped for, let us not shut our eyes to the things near at hand, which, though they appear the lesser, often contain the greater in embryo.

OFFICIAL DEPARTMENT.

SCHOOL ARBOR DAY.

DEPARTMENT OF PUBLIC INSTRUCTION,
September 17, 1890.

Inasmuch as many schools were closed before Arbor Day in April last, set apart by proclamation of his Excellency, Governor Beaver, and in order to promote tree culture by all our youth, FRIDAY, THE 24TH DAY OF OCTOBER, is appointed as a day to be observed by the schools of the State as the autumnal Arbor Day.

The educational value of the observance will depend upon the amount of interest in vegetation awakened among pupils; the financial value will depend upon the number of valuable trees, shrubs and vines that may be planted and propagated.

The recitation or reading of appropriate literary selections, and of compositions prepared upon any of the myriad forms of vegetable life, or upon methods of propagating trees from seeds, nuts, and stones, is helpful. Discussion of the desirable and undesirable qualities of different species, of their habits, as to climate, soil, growth, form and foliage, and of their uses, will tend to arouse the spirit of observation and appreciation.

If an authority upon tree-culture can be secured, let him be invited to give the school a talk upon the subject. All the details of pruning, planting and protecting should receive careful attention, and where it is possible it should be the aim to have a variety of hardy native trees upon the grounds.

Advantage should be taken of the fact that this is the season for propagating from the seed. Encouragement will promote the planting of large numbers of seeds by the children at home with a view to raising trees to be transplanted.

Let each teacher keep tree-culture in mind as the desired end, and not feel that any formal exercise is to be imitated, but that a plan must be devised and followed that most effectively promotes tree culture.

The suggestions of former years are repeated, How to render most effective the observance of Arbor Day by the schools should find a place upon the programmes of County Institutes, and a question or two upon this subject may properly constitute a part of the examination of teachers.

Superintendents are requested to report as nearly as possible the number of trees planted during the year through the observance of Arbor Day.

D. J. WALLER, JR.
Supt. Public Instruction.

ANNUAL COUNTY INSTITUTES.

THE Annual Session of the County Teachers' Institutes for the year 1890-91, will be held at the places and on the dates here given for the several counties named, which—with but few exceptions of counties that have not yet reported to the Department of Public Instruction—includes the entire list of these conventions. The law in reference to attendance of Institutes authorizes and requires payment of teachers at a rate not to exceed two dollars per day. The common schools of the county must be closed during the week of Institute, and the time cannot be regarded as any part of the school term of any School District.

Cameron	Emporium	October 6.
Lehigh	Allentown	October 13.
Bucks	Doylestown	October 20.
Greene	Waynesburg	October 20.
McKean	Smethport	October 20.
Susquehanna	Montrose	October 20.
Warren	Warren	October 20.
Chester	West Chester	October 27.
Delaware	Media	October 27.

Montgomery	Norristown	October 27.
Potter	Coudersport	October 27.
Armstrong	Kittanning	November 10.
Dauphin	Harrisburg	November 10.
Erie	Erie City	November 10.
Lancaster	Lancaster	November 10.
Northampton	Easton	November 10.
Pike	Milford	November 10.
Washington	Washington	November 10.
Cambria	Ebensburg	November 17.
Franklin	Chambersburg	November 17.
Lebanon	Lebanon	November 17.
Tioga	Wellsboro	November 17.
Wayne	Honesdale	November 17.
Adams	Gettysburg	November 24.
Fulton	McConnellsburg	November 24.
Juniata	Mifflintown	November 24.
Mifflin	Lewistown	November 24.
York	York	November 24.
Bedford	Bedford	December 1.
Cumberland	Carlisle	December 1.
Elk	Ridgway	December 1.
Huntingdon	Huntingdon	December 1.
Monroe	Stroudsburg	December 1.
Snyder	Middleburgh	December 1.
Carbon	Lehighton	December 8.
Bradford	Towanda	December 15.
Butler	Butler	December 15.
Centre	Bellefonte	December 15.
Clarion	Clarion	December 15.
Clearfield	Clearfield	December 15.
Clinton	Lock Haven	December 15.
Columbia	Bloomsburg	December 15.
Lawrence	New Castle	December 15.
Luzerne	Wilkesbarre	December 15.
Lycoming	Muncy	December 15.
Mercer	Mercer	December 15.
Montour	Danville	December 15.
Northumberland	Sunbury	December 15.
Perry	New Bloomfield	December 15.
Schuylkill	Pottsville	December 15.
Union	Mifflinburg	December 15.
Westmoreland	Greensburg	December 15.
Indiana	Indiana	December 22.
Beaver	Beaver	December 29.
Blair	Hollidaysburg	December 29.
Crawford	Meadville	December 29.
Fayette	Uniontown	December 29.
Forest	Tionesta	December 29.
Somerset	Somerset	December 29.
Sullivan	Dushore	December 29.
Venango	Franklin	December 29.
Lackawanna	Scranton	January 5, 1891.

ITEMS FROM REPORTS.

BEAVER—Supt. Hillman: A Local Institute, beginning August 25, and continuing five days, was held at Prof. Piersol's Academy, West Bridgewater, with a total enrollment of ninety teachers. We believe that much good was accomplished. An educational meeting and institute was also held by the directors and teachers of Ohio and South Beaver townships conjointly, August 25th, at Salem church, in Ohio township. The attendance was very large and the exercises were very interesting.

BLAIR—Supt. Wertz: New school houses are in course of erection in Greenfield, Taylor, Huston, Logan and Woodbury townships. The directors of Woodbury are building a commodious house at Williamsburg, cased with brick, which will contain six rooms furnished with modern furniture and appliances. The building will be ready for occupancy about the middle of December. The teachers, on an average, passed creditable examinations. Teachers' salaries have been increased in Greenfield, Logan and Snyder, and in the last named township the school term was increased to seven months. The school boards of Hollidaysburg and of East Hollidaysburg passed resolutions to supply pupils with text-books introduced after June 1st, 1890. There are indications of educational progress throughout the county.

BUTLER—Supt. McCullough: Donegal township is building three new school houses, and furnishing one with patent furniture. Interest in educational matters in this county seems to be on the increase. The average of salaries paid will be higher than ever before.

CAMERON—Supt. Herrick: Shippen township has built a new school house at Four Mile. In Emporium the school grounds have been improved, and Prof. H. F. Stouffer, of Annville, has been elected principal.

CENTRE—Supt. Etters: The public examinations were well attended by the directors and citizens of the several districts. Those who failed did so in the branches of Geography, U. S. History and Arithmetic.

CLEARFIELD—Supt. Youngman: Many of the examinations were attended by large and interested audiences. The borough of Houtzdale has made many notable improvements in school buildings and grounds,—such as repainting rooms, fencing grounds, and planting trees and flowers.

CLINTON—Supt. Brungard: Many of our most efficient teachers have abandoned the profession, while others have gone elsewhere to teach receiving more remunerative salaries. Beech Creek township will come into the line of the one-term system. Allison and Bald Eagle have made an increase in the salaries of their teachers.

CUMBERLAND—Supt. Beitzel: New furniture of the latest improved design has been placed in the Plank House in South Middleton, one room in Middlesex, and two rooms in West Fairview. Many of the Boards throughout the county have repaired and otherwise improved the school property in their respective districts. More than usual care has been exercised in the appointment of teachers, and the schools will open under favorable circumstances.

DAUPHIN.—Supt. McNeal: The directors of Williams township have given evidence of their progressive spirit in two important acts. The school term has been increased to nine months, and by a unanimous vote a resolution was adopted to furnish to pupils, free of cost, all text-books except first and second readers.

FRANKLIN—Supt. Slyder: In addition to the Waynesboro school building, new houses are in course of erection in Antrim, Guilford, Hamilton and St. Thomas.

HUNTINGDON—Supt. Rudy: Miller township is building a new school house. The Hunting-

don public school building is undergoing numerous and important repairs. A successful normal class was conducted at Orbisonia by Profs. Himmel and Silverthorn, closing August 22d.

INDIANA—Supt. Hammers: The county examinations are over, and the schools (with the exception of Brushvalley township) "let." The prospects at present for a large attendance at the "Normal" for the coming year are very flattering.

JUNIATA—Supt. Carney: In some of our districts the school term will begin earlier this year —a commendable change, as many of our schools did not close until the middle of April heretofore, and in rural districts were poorly attended, all life and interest apparently gone before the end was reached. The Spruce Hill school and one house in Susquehanna township have been supplied with new furniture.

LANCASTER.—Supt. Brecht: The second annual teachers' pic-nic, under the auspices of the New Holland District Institute, was held at Rutland Park, Aug. 30. The day was delightful, and according to the *New Holland Clarion*, Lancaster county never had a larger out-door educational meeting. The programme provided for social recreation and literary entertainment. At 2 o'clock, when the literary exercises opened, the assemblage was variously estimated from 4000 to 5000 people.

LEBANON—Supt. Snoke: A number of schools have been supplied with reading charts, outline maps, and dictionaries. Houses are being built as follows: in Independent district a four-room building, in Bethel a double building, in South Lebanon two single buildings, in Jackson, Mill Creek, West Lebanon, and North Lebanon, each a single building. Cornwall has adopted a very complete course of studies, rules and regulations for its schools.

LUZERNE—Supt. Harrison: The examinations held during the month of August were in the farming regions, where I find a growing interest in educational affairs. More attention is being paid to beautifying school grounds and houses. The directors of Lehman have been refurnishing their buildings, and giving part of them a coat of paint. In Shickshinny borough the grammar school building has been papered throughout, and a room fitted up for a library. In nearly all the townships I find a disposition to pay better salaries, although in some no advance will be made this year. The tornado that swept over our county August 19th completely destroyed two school houses in Huntington township. Prof. D. M. Hobbes, who had charge of the Academy at Pleasant Hill, becomes principal of the Dallas high-school, and Prof. H. D. Walker will succeed him at the academy.

LYCOMING—Supt. Lose: In a number of the districts throughout the county the school buildings are undergoing thorough repairs; the one at Montoursville has been completely remodeled at a cost of about $2,500, and is now one of our finest houses. Loyalsock has erected a new four-story brick building. Other districts have had their school-houses painted both inside and outside, and in a number of places new patent furniture and slate blackboards have replaced the old.

MERCER—Supt. Hess: The school board of Greenville has adopted a plan by which the reading books in their school will be changed with every grade or class. Each pupil who pays into the school treasury the sum of fifty cents is to be supplied with Readers, or reading matter, as long as he attends the Greenville schools. The board has counted the cost, and finds that the plan can be kept up from year to year without drawing the regular school funds.

PERRY—Supt. Aumiller: The high schools of the county will be taught by the following teachers: Newport, Silas Wright; Bloomfield, Luke Baker; Millerstown, John S. Arnold; Liverpool, Edwin Brown—all re-elected; Marysville, Harvey I. Crow (promoted from Grammar school); and Duncannon, S. S. Willard, late principal of Loysville Orphan School. Salaries were reduced in some of the country districts. Tuscarora hired its eight teachers at an average salary of $15.75, paying six of them $15 per month and the other two $18. This, I think, is the lowest salary ever paid by any district in the county since 1854, but I am glad to say that the sentiment of the people is not represented in these figures. [What is Tuscarora doing with the State Appropriation? A minimum salary as well as a minimum school term seems needed. —*Editor.*]

SNYDER—Supt. Hermann: On the 15th August I closed a four weeks' "Normal." About sixty-five teachers were enrolled, most of whom entered into the work with energy. In the main we had a very successful term. Some of our best teachers are leaving the county for higher wages. Directors make a mistake in permitting them to go. We must pay a little more or lose our best teachers. Franklin township is erecting a fine two-room building in Franklin.

CHESTER—Supt. Foster: The salaries of most of our teachers have been raised, by arranging a schedule based upon length of service, grade of certificate, and the recommendation of the superintendent as to their efficiency in the school-room. Forty-one have been teaching over four years, and thirty-six hold the highest grade certificate. The whole number of teachers is sixty-four. The contract has just been awarded for a new eight-room school building.

HAZEL TOWNSHIP, (*Luzerne Co.*)—Supt. Jones: The grammar schools of the township have heretofore been very small—out of all proportion to the primary schools in the same building. At the beginning and close of the term the grammar schools generally have an average attendance of fifteen or less, while for the term it would be about twenty; at the same time, the average attendance of primary schools would run up to forty-five or fifty, or even more. I have tried to remedy this as much as possible by recognizing the system of promotion in the schools.

SHENANDOAH—Supt. Freeman: The Board has voted to introduce Prang & Co.'s new system of drawing. A new grammar school and a new primary school have been opened.

LITERARY DEPARTMENT.

WARREN'S NEW PHYSICAL GEOGRAHHY. *By Wm. H. Brewer, Ph. D. Philadelphia: Cowperthwait & Co. 4 to. pp. 144. Price $1.50.*

It is not easy to decide whether most to admire the thoroughness of method and clearness of arrangement of this work or the accuracy and beauty of its letter-press, and especially its numerous maps, diagrams and illustrations. While Prof. Brewer has wisely taken Warren's standard work on the subject for his basis and guide, he has so thoroughly worked over the entire matter, rearranged and brought it up to the present larger knowledge of facts, new discoveries and latest theories in science, as to have produced what is virtually a new and original text-book. Its 24 pages of colored maps embody the latest researches in the various branches of physical science, while the text presents clearly, in an interesting manner, and yet quite comprehensively enough, what is known up to the present of the earth as a planet, its chemical and geological history, of the land surface, the water, the atmosphere, and finally of organic life on the earth. The United States receive special treatment in a separate chapter. Altogether the book is an admirable one.

SCHOOL SUPERVISION. *By J. L. Pickard, LL. D. New York: D. Appleton & Co. 12mo pp. 175.*

The service rendered to the cause of education by the admirable "International Education Series," of which this is the fifteenth volume, can scarcely be overestimated. Of all the volumes thus far issued, however, there is probably none of more immediately practical interest than this one on "School Supervision." So far as we know it is the only work specifically treating the subject at the same time so systematically, so exhaustively, and yet so practically. Probably no one in the land could have done this as well as has Dr. Pickard, whose remarkable success as Superintendent of the Chicago schools caused Dr. W. T. Harris to say that he "found no system to compare with that of Chicago while under the supervision of Mr. Pickard." We have no space to describe the work, which treats its subject from every possible point of view, and abounds in helpful hints and suggestions to teachers as well as superintendents. We can only say now that it is a book every superintendent, whether of a primary school or of a State system, should have and should carefully study. We recommend it unqualifiedly.

PESTALOZZI: *His Life and Work. By Roger de Guimps. Translated from the second French edition by J. Russell, B. A., with an Introduction by Rev. R. H. Quick, M. A. New York: D. Appleton & Co. 12mo., pp. 438. Price, $1.50.*

The high standard of excellence of Dr. Harris's "International Educational Series" is well maintained by this fourteenth volume of the same. While Pestalozzi's importance as an educator is not to be compared with that of Comenius, or even of Rousseau or Froebel, he nevertheless is an important and highly interesting character, perhaps more interesting to most people than any of the others, because of his own picturesque personality, and especially because he was the first to impress upon men the truth that education is for all, for rich and poor alike. He was a follower of Rousseau, except that he instinctively rejected the evil in the latter, his irreligion, his attacks on the family and on society; so that while less original, and also less consistent, than Rousseau, he was yet greater, better, and his work more valuable. The man and his system are fairly and fully treated in this volume.

JOHN JAY. *By George Pellew. Boston: Houghton, Mifflin & Co. 12mo. pp., 374. Price, $1.25.*

Of the score of American statesmen whose biographies have preceded this one, in the series of which this is the twenty-third volume, there is none who served his country more faithfully, and none who had a character of more sterling integrity, than John Jay. Nor is there any one of the preceding volumes historically more valuable and important than the one before us. For, though based on Jay's "Life and Letters" by his son, and a later biography by Flanders, the author has in this volume made use of much very valuable original material inaccessible to all before him. On account of this some of the traditional impressions of Jay, especially of his position over against France, have to be corrected quite considerably in the light of Mr. Pellew's work. John Jay was one of the leading figures of the last quarter of the last century, the "times that tried men's souls," and the story of his life and services is told in this volume in a style to interest even the cursory reader.

METHODS OF TEACHING PATRIOTISM IN THE PUBLIC SCHOOLS. *By Col. Geo. T. Balch, New York: D. Van Nostrand Co. 8vo. pp. 150.*

A very handsomely made book, the substance of whose contents was delivered by the author in an address before the Children's Aid Society of New York City in 1889. The author propounds a method of teaching patriotism by means of a system of flags, badges, etc., as well as by systematic instruction. The book is suggestive and may be made useful.

A TEXT-BOOK ON PHYSICS, *For the use of Academies, High Schools, etc. By Henry Kiddle, A. M. New York: William Wood & Co. Cr. 8vo. pp. 228. Illustrated.*

The favorable reception accorded to the first edition of this work, assures at least equal favor for the present new and revised edition. The volume is based on Ganot's famous larger work, and the revision is a real addition to its usefulness, bringing it fully up to the latest discoveries in science, and enriching it especially in the number of interesting experiments given in the application of principles. We believe it to be not only the latest, but also one of the very best text-books on Physics accessible to normal and high schools, and academies. The colored plates are very fine, and the numerous illustrations helpful.

BEOWULF: *An Anglo-Saxon Poem, and The Fight at Finnsburg. Translated by Jas. M Garnett, LL. D. Second revised edition. Boston: Ginn & Co. 12 mo. pp. 156. Price, $1.10.*

To the student of English literature there is no more interesting production than this oldest epic in the language, though the language is so different from that now spoken as to be utterly unreadable and unintelligible to any but special students of the old Anglo-Saxon. We are therefore glad that Dr. Garnett has given us an accurate and most excellent translation of the powerful and fierce old poem, in a form that enables all lovers of our literature to enjoy it. The translation is conceded to be the very best yet made. It is strict in its fidelity to the original, not only in verbal literalness but also in the spirit that animates it; at the same time none of the true poetry

of the unknown bard of old has been lost or sacrificed. Literature classes everywhere will heartily welcome the book.

LONGMANS' SCHOOL GEOGRAPHY FOR NORTH AMERICA. *By Geo. G. Chilcolm and C. H. Leete. New York: Longmans, Green & Co. 12mo. pp. 384. Illustrated. Price, $1.25.*

The plan and method of this work seems admirable to us, though different in many respects from the usual school geography. We may say it is most thoroughly scientific in its method, while yet more interesting to the pupil because giving only fundamental facts, such as are distinctive of each region, and important to know. The illustrations are good. The treatment of the United States as a whole, instead of by states and territories, will hardly commend itself to Americans, though it has its advantages.

A SCHOOL ALGEBRA. *By G. A. Wentworth. Boston: Ginn & Co. 12 mo. pp. 362.*

Introductory to the same author's College Algebra, and adapted for use in High Schools and Academies. What we have repeatedly said in commendation of Wentworth's other mathematical text-books, applies also to this.

THE ICELANDIC DISCOVERERS OF AMERICA; *or, Honor to Whom Honor is Due. By Mrs. John B. Shipley (Mary A. Brown). New York: John B. Alden. 12 mo. pp. 240.*

A particularly timely book now as we are approaching the quadri-centennial of Columbus' discovery of America. The author is evidently a painstaking student of the subject, acquainted with every shred of evidence, not only in favor of the early Icelandic voyagers, but also against Columbus. Nowhere else can the essentials of the literature on the subject be found amassed as here, and nowhere else more fervidly discussed. The author is such a hater of Columbus and lover of the old Norsemen, as even to hate the religion of the former and to become the champion of heathenism! Whether this will help her side of the question is somewhat doubtful. The book is very handsomely printed, illustrated, and bound. The same publisher also offers, for 25 cents, a pretty volume containing Horace Mann's world-famous lecture: *A Few Thoughts for a Young Man.* A good book for our boys to read.

A SHORT HISTORY OF THE UNITED STATES OF AMERICA. *For the use of Beginners. By Horace E. Scudder. With Maps and Illustrations. New York: Taintor Bros. & Co. 12 mo. pp. 286. Price, 60 cents.*

THE UNITED STATES. *Its History and Constitution. By Alexander Johnston. New York: Chas. Scribner's Sons. 12 mo. pp. 286. Price, $1.00.*

THE LEADING FACTS OF AMERICAN HISTORY. *By D. H. Montgomery. Boston: Ginn & Co. 12 mo. pp. 412. Price, $1.10.*

The excellence of Scudder's larger school history is sufficient recommendation of this shorter one, which is not a condensation of the former, but rather an introduction to it. Being by Mr. Scudder, it goes without saying that its historical accuracy and literary workmanship are all that could be desired. The maps seem to be good, illustrations pretty good, except the portraits, which are mostly printed from worn-out plates. Paper and typography are very good. With the exception of a few slight changes, Prof. Johnston's volume is a reprint of the lamented author's article in the Encyclopedia Britannica. It is probably the best short political and constitutional history of our country yet written, clear in statement, comprehensive, philosophical, and at the same time entertaining. The bibliography of the subject will be specially helpful to teachers. Those acquainted with Prof. Montgomery's other volumes in the "Leading Facts of History Series," need no further description than that this volume is written on the same plan, with the same advantages and limitations, and the same general excellence for use in schools. It has some new illustrations and helpful maps, but the portraits are no better than those in Mr. Scudder's books.

MODEL METHODS OF TEACHING COMPOSITION. *By Jno. G. Donaldson. New York: J. B. Alden. 12mo. pp. 133.*

Prepared as this well-made volume is "for the use of teachers and pupils in the public schools of our country," its aim is practical, its method simple and rational. It dwells upon essentials only. Teachers and private students will find this to be an admirable text book, very suggestive and helpful.

ALDEN'S MANIFOLD CYCLOPEDIA OF KNOWLEDGE OF LANGUAGE. *Illustrated. Vol. XX. New York: Garretson, Cox & Co.*

The appearance of the twentieth volume of the "Manifold Cyclopedia" is of interest not only on account of the great value of its contents, but also because it marks the completion of the first half of this important work. These twenty volumes make a goodly library. They are wonderfully comprehensive, clear in their treatment of topics, and are in a convenient form for use. The complete work of forty volumes will be invaluable. The range of the present volume is from Infant to Joppa. The low price of this work puts it within easy reach of schools which otherwise might have no cyclopedia.

POEMS. *By Mary C. Ryan. New York: John B. Alden. 18mo., pp. 62.*

A neat little volume of verses, some of which are poetical, but most of which lose the charm they may have for intimate friends of the author, and members of her family circle, by being published to the world, whose interest must be impersonal, and whose verdict coldly critical.

ELMENTARY PSYCHOLOGY, *with Practical Applications to Education and Conduct of Life, including an Outline of Logic. By James H. Baker. A. M. New York: Effingham, Maynard & Co. 12mo., pp. 232.*

An exceedingly brief attempt to give, logically arranged and concisely stated, the most important principles of psychology for school use. We doubt the feasibility of a text-book on the science, and on its practical application. Yet as a guide and suggestion to teachers the book ought to be helpful and good.

ELEMENTS OF STRUCTURAL AND SYSTEMATIC BOTANY, *for High Schools and Elementary College Courses. By D. H. Campbell, Ph. D. Boston: Ginn & Co. 12mo., pp. 253.*

While primarily designed only as an introduction to the study of botany, this compact volume will be found comprehensive enough for use as an elementary text-book in high-schools and colleges. The aim and method appear to us to be admirable, and we commend the volume to the attention of teachers.

A SCHOOL ALGEBRA. *By G. A. Wentworth. Boston: Ginn & Co., 12mo., pp. 362.*

Wentworth's mathematical text-books are too well known to our readers to need any comment from us. They are numerous and various, but maintain a high average of excellence and usefulness. This volume, for high-schools and colleges, keeps well up to the average.

CHILD OF THE REGIMENT.

Donizetti.
Chas. Jefferys.

Andante con moto.

1. Ask me not why my heart with fond e - mo - tion Beats for the brave companions of my
2. Chide me no more! Were I de - void of feel - ing, Would my in - grat-i - tude not wake thy

youth! Had they not tend - ed me with love's devotion, I had not lived, a - las, to prove my
fears? Worthless would be this moment's fond reveal-ing, If I could cast a - side the ties of long, long

truth: A help - less babe up - on the field I lay, And but for
years. Thou hast my love; thine is a mother's claim; To them for -

them my life had passed a - way, My life had passed a - way: Ere I for -
get not that thou ow'st the name, My mother, my moth - er dear, Ere I can

get them, all their loving kindness, Bring o'er my heart ob - livion of the past: But when you
cease to think of all their kindness, Bring o'er my heart ob - livion of the past: But when you

win for me that fa - tal blindness, In mer-cy let that moment, that moment, be my last.

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BIOGRAPHICAL SKETCH OF REV. DR. E. E. HIGBEE.

BY PROF. GEORGE F. MULL.

ELNATHAN ELISHA HIGBEE, D. D., LL. D., late State Superintendent of Public Instruction of Pennsylvania, was born at St. George, near Burlington, Vermont, March 27, 1830. He was the youngest member of the family which consisted of ten children, eight sons and two daughters. His parents were Lewis Higbee and Sarah Baker. His mother came from a noble stock, was a woman of surpassing loveliness of disposition and character, gentle and amiable to a fault, if this may ever be said of qualities so admirable. She had the rare gift of holding easily her rightful supremacy in her houseful of boys by the persuasiveness of the quiet and gentle dignity of manner which was her settled habit, and she so commended herself to the love and devotion of her children that she was ever afterwards the object of their sincerest veneration. The subject of this sketch frequently referred to her in terms of the tenderest affection, extolling her many virtues and traits of excellence that constitute the chief glory of womanhood and motherhood. It was through her that he used to take a passing pride in tracing his relationship with Ethan Allen, the hero of Ticonderoga and Crown Point.

His father was a fair representative of the sturdy New England type of manhood, possessed of great natural strength of character and forceful mental endowments, with keen powers of penetration into the springs of action and motives of men, a fearless upholder of the right of which he had an intuitive sense and for which he would stand up to the last. His was a rugged character of the earlier days, and yet he was not without a becoming appreciation of the amenities of life. He was fond of good literature, especially of the forensic style, and used to take great pleasure in reproducing portions of the speeches he had heard and read, which he did with more than ordinary dramatic effect. He also had a rich vein of humor which was ever flashing into forms of quick-witted speech. He was withal of an impulsive, generous disposition, that showed itself in many an act of disinterested kindness.

He was not without honor among his own people, for they elected him to represent them in the Legislature of the State, where he vigorously defended the agricultural interests of his constituents and the entire Commonwealth against the unjust measures of burdensome taxation and repression with which they were then threatened. On one occasion, when this subject was under consideration, he broke out as follows: "There are, Mr. Chairman, some members of this body who seem to think that farmers are horses, and lawyers knights born with spurs on their heels, and commissioned by the powers above to ride the farmers to death." A man that could make that sentence, we may well believe, could make a vigorous and telling speech.

Thus much of the father—and we wish it might be more—seems to be appropriately introduced here as throwing light upon the

noble qualities of mind and heart which distinguished, in so marked a degree, his last-born son, in whom these and other inherited endowments blossomed into such glorious fruition under the genial influence of the educational advantages he enjoyed and the ever-broadening culture that comes from patient, painstaking, reverent study.

Of his earliest years but little is known. When he was eight years of age the old homestead was burned to the ground during the night. Elnathan was tossed from an upstairs window of the burning building upon a feather-bed below. This dreadful experience left an abiding impression upon him, for he frequently referred to it in after-life, and no doubt a great change was thus suddenly and rudely wrought in the settled home-life of the family. Just when his formal education began is not known, but we may be well assured that one who in childhood could be pronounced, by one who knew him, a marvel among his kind, would at a very early age be found in the district school-room. Nearly all we know definitely is that "when a little urchin, he knocked at the old Polebrook school-house with his father's stove-pipe hat on, and claimed admittance." His keen power of observation and spirit of inquiry, as well as his love of fun, may be traced in the recorded fact, that as a child he would pick up toads and other reptiles, and put them into his bosom for his own amusement and to startle others. He was evidently a boy, in the full sense of that term—strong and active, with a clear brain, no special inclination for farm work, and a leader in the sports of the day. Full of mischief, but without a sign of malice, honorable to a nicety, he seems to have been a fitting object of the love and admiration of his daily companions.

"Booted all up," says one of these, "he was a boy to love, to follow, and never to fall out with." The same writer continues: "Older boys and girls acknowledged his intellectual worth among them. To but behold with a single sweeping glance was to know the entire situation in the old school-room. With but little study, perception grasped the whole theory of the work to be done. He was never fretful, never ill-natured. Though constantly with him, I do not remember a cross word passing between us, unless it came from me." As an evidence of his ability to take care of himself and stand up resolutely for the right as boys understand it, the following incident is related by one of his brothers in a recent letter:

His mother sent him to Winooska Falls to get some molasses in a tin bucket. After a considerable while he returned, with the bucket empty and big tears streaming down his cheeks. The only explanation apparently vouchsafed for this untoward circumstance was lodged in his exclamation, "I will give those boys the worst whipping they ever had"—and sure enough, the first opportunity that presented itself for the execution of his purpose, he carried out his intent with such ferocity and success that all street-boys looked upon him with respectful appreciation ever after.

His magnanimity in all youthful encounters was generally recognized, and instances could be multiplied in which he yielded a point of advantage for the encouragement of his adversary. He knew his own strength and also the weakness of others, and he never presumed upon either for the purpose of self-interest. The very worst that one of his daily companions can say of him in these childhood days, is his stubborn resistance to the rod of correction. "He would take a whipping with perfect submission,—and no outcry; but to be conquered by such means, never." These few incidents, though they may appear trivial in themselves, are not unimportant, as reflecting the firm and solid stuff that entered into the make-up of his natural being. The basic metal had the true ring, and failed not to give out clear, clarion notes to the end of his life.

His preparatory studies must have been prosecuted with vigor, for at the age of fifteen we find him admitted into the Freshman class of the University of Vermont. It would be interesting, were it at all possible, to have a detailed account of his career as a member of this venerable and justly celebrated institution of sound and liberal learning; for, from the scattered allusions that have come to our notice, we have been able to gather enough to warrant the inference that he was a leader among his fellows, conspicuous no less for the brilliancy of his intellectual achievements than for his marvellous feats of strength and agility in the various athletic sports current in his day.

He was especially strong in the departments of mathematics, the classical languages and related studies, and of English literature. He was an omnivorous reader, with an intuitive power of discrimination and susceptibility for the true, the good, and the beautiful as scattered throughout the vast domain of our glorious heritage in the world of polite letters.

He revelled in the delights afforded by the noble collection of books stored in the Uni-

versity Library, whose most unfrequented nooks he diligently explored, mousing into and through musty "volumes of forgotten lore," and enriching his mind with the treasures of poetic thought and chaste expression which entered so largely and so naturally into the splendid mental and spiritual equipment he was acquiring, and which proved an inexhaustible source of perennial freshness and ever-multiplying power in his subsequent career as a thinker, a writer, and a speaker of extraordinary ability.

He often spoke of the severe mathematical training he there received, the rigid discipline of his Latin and Greek studies as there enforced, and his introduction under competent guidance into the domain of speculative thinking and philosophical methods of investigation, as leading factors in the educational advantages he enjoyed; but he never ceased to "thank his stars" for the influences that worked together for his greatest intellectual good, in sending him with hurrying feet to the Library as the storehouse of the accumulated wisdom of the ages, there to imbibe the all-pervasive spirit of general humanity as it is ever crystallizing itself in the manifold forms of written speech.

To indicate still further the importance he attached to the Library as a means of education, and his deep sense of obligation in view of the lasting benefits derived therefrom, we may be permitted to cite the testimony of another writer, conveyed in the following language: "Dr. Higbee was a very brilliant man—a man of great breadth and universality of attainments. And often, during the past thirty years, and even so late as the week before his untimely death, he told the writer that for what he had been able to accomplish in life he was as much indebted to the privilege of using the library of the University of Vermont, as he was to the instruction he received from the professors of that institution. We all know that we had few scholars in our midst like Dr. Higbee." Here he acquired that remarkable "habit of swift and discriminating reading, until he had amongst books, as Prof. Winsor (in a different connection) expresses it, 'the instinct that serves the red man when he knows the north by the thickness of the moss on the tree-boles.'"

He often spoke, in terms of fond recollection, of the delightful association he had with congenial spirits under the ægis of the "Owl Society," the chief object of which seems to have been the cultivation of pure literary taste. Thus the old dramatists and play-wrights were critically studied, read aloud, and at times reproduced in the way of appropriate rendition and impersonation. But the gifted members of this fraternity went a step further in their pursuit of belletristic attainments, and vied with each other in the production of original literary compositions, including the high art of poesy, and venturing even upon the construction of elaborate plays according to the type set for all time by ancient Greece, but, we may safely believe, "all racy of the soil and redolent of the wild woods and the mountains" and the general atmosphere that pervaded the ever-varying conditions of student-life in that earlier day. The following pages of this volume will serve to reveal, although inadequately, the fruitfulness of such exercises in the case of, at least, one of the old "'Varsity Owls."

We have said that he excelled in mathematics. In this connection it is interesting to recall the following incident. When he first began the study of algebra it seems that he could not see through it, and was unable to get along with the new work to his satisfaction. So he applied to his father for permission to stop the study. "What is algebra?" inquired the father. Elnathan told him as well as he could, whereupon he was asked, "Can the other boys get it?" "Yes, they seem to be able to do it, at least better than I can." "Then," said the father, with an emphasis peculiar to himself and unmistakable in its meaning, "You'll keep on at it, and get it too." And he did get it, as all know who ever witnessed the facility, yea the lightning-like rapidity, with which he employed the media of this branch of analysis in the solution of the most intricate problems. He used to tell of how, one day on the playground, the meaning and use of algebra came to him like a flash of light, so that he never after had trouble with it.

In college, we find him, on the other hand, approaching Prof. Torrey with the question, whether he might not give up one or two of the other branches, for which he had no liking, in order to devote himself more assiduously to the study of mathematics, in which department he was no doubt beginning to feel the swellings of native power. Thus quite unconsciously the present burning question of "electives" and "specials," as known in College circles, was anticipated, and we wish we might be able to reproduce here, more in detail, the conversation that passed between the young student and his professor. The best we can do, however, is to recall the substance of Prof. Tor-

rey's advice, which is quite as applicable to similar conditions at the present day as it was forty-three years ago; in substance he said: "The fact that you seem to have no special aptitude for the branches you name, is the very best of reasons why you should apply yourself most diligently to the mastery of the truths they contain, for you need them most; the mathematics, for which you have special talent, will for that reason require no special effort on your part, but may be trusted to take care of itself in the ordinary course of your studies." The wisdom of this counsel was not lost upon the young inquirer at the time, and in after years was gratefully acknowledged as fully justified by his own maturer experience. He used to speak of this as "the best advice" he had received while a student at college.

During his college course, at the early age of sixteen he became the teacher of the "Fourth Street" district school of Burlington, and began that career which, as it turned out, was to be the channel for the exercise of what was probably the most far-reaching and effective usefulness of his subsequent life. Elsewhere in this volume, an old pupil in this, his first school, Rev. R. H. Howard, A. M., writes in a tone of sympathetic appreciation of his youthful master, who already at that time was singularly successful in making deep and lasting impressions for good upon those who were brought under his influence. From this same source the reader may gain some idea also of the amazing physical resources of Mr. Higbee, as these were called into play by the part he took in the athletic sports of the day, in which, by general consent, he was *facile princeps* among his fellows,—a by no means unimportant factor in making an estimate of the all-round manhood and manliness of one whose impressive personality was an inspiration to many thousands of susceptible souls with whom he came in contact and who now fondly cherish his memory. It only remains for us to say, therefore, that in this respect he enriched the traditions of his Alma Mater by his exploits of physical skill and dexterity, in such a signal way as to associate his name forever with the most attractive reminiscences of college days.

The following extracts from a letter, written January 10, 1849, may appropriately be introduced here as showing the serious thoughtfulness of his nature, even before the age of nineteen.

The evenings are all I have to myself, and these hardly, for during the day I am surrounded by quite a brood of urchins, whose wants I am bounden to satisfy, and in most evenings—this an exception—I am welcomed with the wild chorus of crying infants, "a universal hubbub of stunning sounds."

But thanks to the flying hours, my task is growing short,—yet at times it is a pleasant task—to watch and see the infant mind struggling from darkness up to light, to see the eye sparkle and the whole face blaze forth the soul within which is awakened into joyful action by some new fancy or thought. Then the spirit seems to know itself, and from this intelligence receive a new impulse—new life—new joy. Why may not this be one reason for the happiness of the just soul after death? For then the spirit will know itself thoroughly, be convicted wholly of its immortality and dignity; and if the *imperfect* conviction of this upon earth be capable of creating joy, why may the *perfect* conviction of it hereafter not increase this to an infinite degree? Do you not see I am getting to be somewhat of a philosopher? And why not? Our class are now upon this study, and I assure you it is a noble study. It seems as if I had learned more essential knowledge since I commenced this branch, than I ever have before; this, however, may be but the "zeal of a new convert." * *

Although, as I have said, I am closely engaged in philosophical studies, yet I do not neglect all others. All the powers of the mind must be brought into action in order to its vigorous growth. One must have a delicate sensibility and a vivid fancy, as well as deep and profound thoughtfulness. For this purpose I sometimes, though with great trepidation, creep along the foot of high Parnassus, and when not too much fatigued, endeavor to discover some easy green path leading to higher regions; but, alas for me! there is all around an impervious, yet beautiful forest.

I shall soon graduate—soon leap, as they say, from the arms of my Alma Mater down the deep precipice into the wild, busy scenes of actual life. Then, I suppose, with the clear vision of man, I shall behold the path of duty before me. But in what profession shall I act? This question, even to this late day, remains unanswered. But before I enter upon a profession at all, I should like to teach, and that very soon after Commencement.

His collegiate course terminated in regular and honorable graduation, with the class of 1849. The subject of his "graduating piece," as he himself calls it, was the "Relation of the Ideal to the Actual." From the following rough draft of a letter, written by him August 17, 1849, we may learn something of the nature of its treatment, by the faint but sufficiently suggestive allusions he makes thereto; the letter is important also as indicating the great and radical change he was undergoing in mind and heart, and looking to the turning point in his whole career which came a few years later in the satisfactory solution of the problem of life for himself and his future work; hence we quote the letter, which was no doubt more fully expanded for the recipient, almost entire:

I am a thousand times obliged to you for sending me Mr. Nevin's (Dr. John W. Nevin's) profound sermon, for it has taught me at least one good practical lesson—that men are prone to believe that they possess knowledge, when in fact they know nothing. I took the sermon, as I usually take a book, at a

leisure moment, and began to calculate that I should have some thirty or more minutes of amusement; but, lo, ere I had finished the first page, I found myself in a new region entirely—a region where I found something more was necessary than to barely apply the knowledge I had learned by merely imitating my teachers. I saw the necessity for some activity of my own, and for the first time did I come to know what was meant by the creative energy of thought. Here I saw that when my mind was passive only, the book was but a meaningless blank, but as soon as by reflection I began to think, the page became one mass of thought. The mist passed away, and truth like a star began to tremble in the clear—not a calm and steady light, for it was too distant for my young and feeble sight.

The division of the church first made, into "ideal and actual," and the argument thereon, would have made me feel more positive in the position I took in my graduating piece; for I blindly hit upon nearly the same train of thought. I attempted to show that in nature there are two characteristics, the informing principle, which is the idea, and the existent form, which is the actual phenomenon. This idea I attempted to show is concrete, containing the essence, means and end, but must of necessity be nothing unless in living union with the form, which union is essentially necessary to a production of life. As Nevin says, in one of his works, "not *soul or body*, but *soul and body*, is the formula which represents humanity."

His connection with the University did not cease with his graduation, for besides maintaining at more or less distant intervals a correspondence with several of his old professors upon abstruse questions, involving learned disputations, he was invited, "by a unanimous vote of the faculty" in the language of President Smith, to deliver a Master's Oration at the commencement of 1852; in 1857, he responded to an invitation of the Literary Societies in joint meeting assembled, "to serve as poet for their annual celebration;" and at another time he delivered a poem upon some "high festal" occasion in the history of the Owl Society. The Master's Oration, above referred to, was entitled, "Thesis Theologica—scripta dictu in U. V. M.—Relation of the Church to the Incarnation in the Creed"—a very scholarly disquisition, showing already, at this early age, the wide range of his acquaintance with the ponderous tomes of patristic literature, the records of the old Church councils, and the domain of more recent theological learning.

His first employment, after graduating, was as assistant teacher in an academy at South Woodstock, Vt. Here he taught daily from eight a. m. till twelve, and from one p. m. till five, "continually busy," as he writes, "with no time to improve my own mind or health." He had classes in the higher mathematics, the ancient classics, and philosophy. On account of the great amount of labor that fell to his hands, and conscious that he was injuring his health without any advantage to himself apart from the very small pecuniary gain, he found the position unpleasant, and contentedly awaited any opportunity that might occur for the betterment of his condition. Such opportunity soon presented itself, and at the termination of his engagement here in November, 1849, he removed to Emmitsburg, Md., induced thereto mainly through the influence of his now sainted sister. The immediate object of this step was to take charge of the mathematical and classical departments of a select school which his brother-in-law, Rev. Geo. W. Aughinbaugh, had organized in that place.

He was then reading law and fully determined, at no distant day, to return to his native State, and qualify himself for the legal profession. He once humorously accounted for his coming to Emmitsburg by recalling the familiar anecdote related of John C. Calhoun and Daniel Webster. These statesmen were standing in front of the capitol at Washington, when a drove of mules was going by. "Look, Dan," said Calhoun, "there go some of your constituents." "Yes," Webster replied, "they are going South to teach school." Then with a merry twinkle in his eye he added, "*I've* come South to teach school." How many of his pupils have lived to see the day when they devoutly blessed the good fortune that permitted them to share in the benefits of his "coming South."

Of this period Dr. Aughinbaugh writes as follows in the Memorial Number of *The Pennsylvania School Journal:*

Dr. Higbee was an earnest student all the time he was under the writer's roof. During the first winter he spent in Emmitsburg, though only in his twentieth year, he entered into correspondence with the professor of languages in the University of Vermont—a correspondence that assumed in the end a controversial turn—touching the correct translation of a difficult Greek passage. He also discovered a new method of solving a difficult problem in mathematics, which he submitted to the criticism of the professor of mathematics in the University, who, as I remember, pronounced it correct in every particular.

Though born on New England soil, and brought up under New England influence, Dr. Higbee, when he came to Emmitsburg, was not wholly ignorant of German thought. The President of the University of Vermont was a great admirer of Dr. Rauch, the first President of Marshall College at Mercersburg, Pa., and, if my memory is not at fault, introduced Rauch's Psychology as a text book.

But be this as it may, Dr. Higbee was prepared to grapple with the new order of philosophical and theological thought that challenged him in his new environment. In the controversy then going on in the German Reformed Church, he became deeply in-

terested. He read, I may say devoured, the articles of Nevin and Schaff as they appeared from time to time in the *Mercersburg Review*. Often did we sit up until a late hour of the night, discussing philosophical and theological subjects. At length convinced that *man can reach the true idea of his being only in Christ*, he resolved to connect himself with the Church. The writer baptized and confirmed him. Soon after his confirmation he found himself confronted by this question: If Christ be the Fulfilment of Prophecy, and the only Mediator between God and man, is it not my duty to consecrate myself *wholly* to the work for which He bled, died and triumphed?

The decision of this question was soon reached, as expressed in his own solemn declaration: "Others may enter the legal profession, but I will preach the gospel." This is what his sister desired, and what she and other members of the church at Emmitsburg earnestly labored and prayed for."

In 1850, he accepted the position as private tutor in the family of Hon. Joshua Motter, of Emmitsburg, among whose daughters he found his wife, the faithful, lifelong partner of his joys and sorrows. This position he held for one year. The serious earnestness with which he prosecuted his labors here, as teacher of a very small band of pupils, is especially evinced by his lectures on the Science of Logic, and the Fine Arts, which were prepared with the same painstaking care that characterizes his later prepared lectures on Church History, Ethics, and Æsthetics.

From the first his love for Emmitsburg took firm root, and became deeper and more abiding as the years went by. The above intimations afford some reason for the profound attachment he formed for this, his "dear mountain home," as he loved to call it. It was here too, during the winter of 1850–51, that he was brought so nigh unto death by an attack of typhoid fever of a most malignant type, that the physicians could no longer count the flurried pulse beats, gave up all hope, and gravely declared, "It is only a question of a few hours' time with the poor fellow." He received the tenderest, kindliest nursing from loving friends, which could not help but form, as it did, the most sacred attachments. By a kind Providence his life was spared, and in the latter part of February he was able to venture out of the house "only the shadow of his former self, weighing between eighty and ninety pounds."—(*Vide* "Intermortuus," *The Journal* for April, 1889.)

In view of all this, and much more that is revealed between the lines, is it any wonder that Dr. Higbee himself, writing to Emmitsburg, from Burlington, in August, 1851, should make the following confession? "As I gaze upon the grand scenes, the lofty mountains rising up in the east, and the glorious lake spread out before me, dotted with its islands of green and its thousand white sails, my fatherland grows dearer and dearer to me; but my adopted Maryland brings recollections dearer than those that nature can. There first the *spiritual* world with its more than earthly loveliness was beheld by me. There Christ, my only choice, first received me as his, and filled my soul with his truth and love. There also, I almost bade farewell to earth, and yet lived by the prayers and kindness of those I never can forget. My home is with you, if I have a home, and I almost said, my whole heart is there also."

In the latter part of 1851, or early in 1852, he entered the Theological Seminary of the Reformed church at Mercersburg. Drs. Nevin and Schaff were his teachers. Of his course here we will not take time to speak, save to note the interesting fact that he spent considerable time in preparing for publication an edition of Pindar in the original. The plan of the work had been carefully mapped out, in consultation with Prof. Pease of the University of Vermont, who had advised him "to put the Greek on one page and an English metrical translation on the other, with explanatory notes at the foot of the page and critical notes at the end." This work, of which some fragments of beautiful manuscript copy remain to attest the seriousness of his purpose, had to be abandoned "because it consumed too much of that time which duty required for studies more theological." No task was too great for his brave undertaking.

His earlier admiration for Dr. Nevin grew into the profoundest veneration by personal association and fuller acquaintance. Indeed he regarded Dr. Nevin, in certain lines of thought, the ablest man in America, and with but one man his equal in Germany. The following paragraphs were written by him upon the death of his old teacher:

In the recent death of Dr. J. W. Nevin, at his home at Caernarvon Place, near Lancaster, at the advanced age of eighty years, the world of scholarship and ripe Christian thought has lost a noble citizen. Though not the best known to its educators, he was the greatest teacher of his time in Pennsylvania. He was unequalled in his power over the minds of his pupils, inspiring in them such a reverence for truth, and such an humble attitude to receive it, as to free many from all self-conceit, and put them on the way of earnest search and prayer.

While gifted himself with intellectual powers only granted to a chosen few, yet in his humility he urged his pupils to yield their minds to *Truth* as something broader and more glorious than aught that he or the most learned had attained; and guarded them most zealously from the abomination of *intellectual slavery*.

In no scholar of our acquaintance have we seen the language of our Saviour more fully verified, "Judge not according to the appearance, but judge righteous judgment." And in no educator of the present age have we seen such a reverent acknowledgment of the aim of all thought-life, as given by the greatest teacher of man, "To this end was I born, and for this cause came I into the world, that I should bear witness unto the truth."

The same all-absorbing love of the truth and comprehensive grasp of its wide-reaching scope, was the inspiration of Dr. Higbee's own interior thought-power, and his own words, as above quoted, might be most fittingly applied to himself.

After completing his Seminary course, in order to replenish his exhausted exchequer, he accepted the professorship of mathematics in the High School at Lancaster, Pa. Here he remained one year, making lifelong friends of some of his pupils, in the heart of one of whom was laid the foundation of that enduring friendship which was such a solace to him in later years, when as State Superintendent he found in the Principal of the Lancaster High School—one of his old boys—the central figure in the inner circle of his chosen friends.

In 1854 he was licensed to preach the gospel by the Maryland Classis of the Reformed Church. The supply of ministers in this Church, at that period of its history was greater than the demand. After waiting, therefore, several months in vain for a field of labor in the South, the young licentiate, stirred with zeal for the cause he had so warmly espoused with the full consecration of all his powers thereto, accepted a call to the Congregational church at Bethel, Vt. He found Bethel a pleasant and favorable place as a pastoral field, and he had ample opportunity for the prosecution of his theological studies. His sermons were carefully and designedly constructed upon the lines of the Heidelberg Catechism. But the coldness of the Congregational system chilled him, and in one of his letters he exclaims, "How much I do wish that I had a situation of the kind in our Church nearer home; but I ought not to murmur, if God sees fit that I should preach here for the present."

In 1856 he was married and began the establishment of his own family life, in the bosom of which his deepest affections expended themselves so freely, so generously, and so unselfishly. But he never felt at home in the theological and ecclesiastical atmosphere with which he was surrounded, and in 1858 he returned to the South, with an honorable dismission to the church of his first love. For a time he served the Emmitsburg charge as "supply," and in 1859 was summoned to the pastorate of the First Reformed church of Tiffin, Ohio. While here he also filled the chair of Latin and Greek in Heidelberg College, and made a marked impression, in the midst of many discouragements, upon the character of that institution. It was at Tiffin that Dr. Higbee's father, now an old man and very feeble, first heard his son preach. Upon returning to the house, he expressed the pleasure he had had, by exclaiming in subdued tones with tears coursing their way down his cheeks, "Well, I have heard Elnathan preach, and now I am satisfied. He knows how to do it."

In 1862 he removed to Pittsburgh and became pastor of Grace church. His labors were arduous and his trials distracting; his health, too, was the cause of great anxiety on the part of his friends. In February, 1864, he writes: "The care of a church is very serious and severe. It takes the very life from me at times. I have hardly slept a night this week, and my poor head is completely shattered to-night with pain. But I do not wish to complain. Should any opening offer itself, whereby I can be released from a parish for a few years and serve the Church in another capacity, I shall accept it as a call from God."

As if in answer to his desire thus privately expressed, only a month later he received the notification of his unanimous election, by the Board of Visitors of the Theological Seminary of the Reformed Church, located at Mercersburg, Pa., to the professorship of Church History and New Testament Exegesis, made vacant by the temporary release of Dr. Philip Schaff from the incumbency of the chair for the purpose of spending several years of travel and study in Europe. Rev. Dr. S. R. Fisher accompanied the official communication of this action of the Board with a strong personal appeal, urging upon Dr. Higbee the acceptance of the post thus tendered him, saying among other things, "This much we know, that no appointment which could have been made would have been so acceptable in the Seminary to the students as yours, * * * a circumstance which had its influence with the members of the Board." Dr. Harbaugh, one of the Professors in the Seminary, also wrote in a most pressing and kindly manner, begging him to accept the call, making special reference, like Dr. Fisher, to the high gratification prevailing among the students over the action of the Board. Still he did not hastily reach a decision, as is

disclosed by letters written during this period, but only after the most earnest and prayerful consideration. He finally determined to accept the position as a call from God to a sphere of illimitable possibilities for usefulness in the Church. At the opening of the ensuing session, May 3, 1864, at the age of thirty-four, we find him at his new post of duty. In October of the following year, he was relieved of all anxiety growing out of the temporary character of his position, by being permanently elected thereto—sufficient evidence of the satisfactory performance of the duties of his office.

A fair estimate of his labors at Mercersburg and the fruits thereof, may be derived from a number of discriminating and appreciative articles in the pages of the Memorial Number—notably those of Prof. Kerschner, Supt. Mackey, Rev. E. N. Kremer, Dr. N. C. Schaeffer, Rev. S. L. Whitmore, and perhaps a few others. Indeed, the whole period of his activity from this time onward is so well covered by the splendid memorial tributes there given, that it only remains for us to maintain the consecutive character of this narrative by mentioning such dates and facts, with a few passing reflections thereon, as may seem necessary for our purpose.

Dr. Higbee was largely instrumental in bringing about the foundation of Mercersburg College, which was accomplished in the fall of 1865, with Rev. Dr. Thos. G. Apple as its first President, whom he assisted with generous self-forgetfulness in the difficult task of building up a college against the most formidable odds of all sorts. Laboring thus, in season and out of season, studying, teaching, preaching, lecturing, writing articles for the *Reformed Quarterly Review*, of which he was co-editor for a season, and for the *Reformed Messenger*, of which he was Synodical Editor for a while, and serving upon some of the most important committees by appointment of the highest judicatory of the Church—maintaining the most intense activity whereby his physical resources were drained to their utmost capacity with a sublime disregard of personal ease and comfort, and his intellectual and spiritual resources were ever multiplying themselves by use and development into the splendid proportions of rare excellence attained in his later years.

In 1871 there came a crisis in his life, brought on by the consummation of the efforts that had been put forth for some time to secure the removal of the Theological Seminary from Mercersburg to Lancaster. Should he stay at his post and by accompanying the Seminary sever his close, though as yet unofficial, connection with the young and struggling college which lay so near his heart, and which was then about to send forth its first small class of graduates? To understand the terrible ordeal through which he passed, requires a knowledge of details and circumstances connected with the inner history of this whole transaction that cannot here be given. We shall, therefore, content ourselves with the following citation from a letter written June 2, 1871:

> This Commencement has been the severest trial I have yet had in my life. It cost a struggle to follow my convictions of duty and resign my position in the Seminary. * * But I feel that I have done right, although at a great sacrifice. I can accomplish far more for the Church here than by going to Lancaster, and can labor with far more efficiency. I know very well that by some I shall be called rebellious, and by others impetuous and reckless, and by very few shall I be esteemed as one calmly and at personal sacrifice following the conviction of duty. * * Position often gives influence and secures reputation and honor. I am not destitute of ambition. I love to be respected by my fellow laborers in the Church. But the sure road to esteem is *worth from labor and toil.* Here I *shall* labor and study and teach, and pay but little heed to what position I occupy. I have gone into the college to work, not to seek self honor.

Thus he voluntarily relinquished one of the most honorable trusts in the gift of the Reformed Church, a position congenial to his tastes and carrying with it the assurance, by constitutional provision, of comfortable maintenance to the very end of his life. What he exchanged it for is told elsewhere by Prof. Kerschner, who justly says: "This exchange of positions, viewed from the standpoint of ordinary prudence, looked like the sheerest folly." Dr. Apple, with whom he expected to be happily yoked together in what seemed to be the mutually cherished purpose of pulling the young institution through its "schwere anfaenge" (heavy beginnings), considered it his duty to resign the Presidency of Mercersburg College, in order to accept a call to the position in the Theological Seminary that had been made vacant by Dr. Higbee's resignation. This sorely complicated matters, adding an entirely unforeseen element to difficulties which many already regarded as of an insuperable character. It was, then, with the keenest sense of the tremendous responsibility he was assuming, that he consented to become the successor of Dr. Apple, as President of Mercersburg College; but it was also with high resolve and noble purpose that he entered upon the vigorous prosecution of the manifold and onerous duties of the office, which he held from the fall of 1871 to the fall of

1880, when for lack of funds the institution was temporarily closed.

There are those who will remember the last appeal he made upon the floor of the synod at Woodstock, Va., in presenting the claims of the College upon the continued care and support of the Church, couched in words eloquent with the soul of sincerity and conviction; and, when some one tauntingly said, "But Mercersburg College has already failed," how, with inexpressible sadness, he exclaimed, "It may prove in the end that the Potomac Synod has failed, and not Mercersburg College." Certain it is, that by a truer standard of measurement, Mercersburg College did not fail, in proof whereof let the discerning reader of the Memorial Volume bear witness.

"Labor and toil" were surely his; "worth" came in their wake; and the "sure road to esteem" was steadily lengthening out before him.

Mercersburg College was the darling project of Dr. Higbee's mature manhood, and it will readily be conceived that its early failure was a severe blow to his high-strung, sensitive and intensely serious nature. Some of the creditors of the institution now began to press their claims more urgently than before, and the President, grieving over the frustration of fondly cherished hopes, was beset with an unusually harassing combination of difficulties. If he had been possessed of private funds sufficient to meet these claims, there is no doubt that he would have poured them out like water for the purpose. As it was, although by no means personally responsible for the indebtedness incurred by direction of the Board of Regents, he voluntarily surrendered the deed of his ownership in a piece of land, his sole holding in real estate, as an offset to at least one claim of a thousand dollars, although he himself was at the time a claimant to the extent of about two thousand dollars, on account of salary.

Greatly perplexed, without any regular means of a livelihood, and imagining himself somewhat under a cloud in the estimation of many of his ministerial brethren, he faced the future with little capital besides an unfaltering faith in God and a resolute determination to follow only the leadings of duty. But he lost no time in idle murmuring and vain repining, and presently daylight began to break through the surrounding darkness of his earthly prospects, as the inner conviction settled upon him that "something was coming." He was not left long in doubt, for in the spring of 1881 he received from Governor Hoyt the appointment of State Superintendent of Public Instruction of Pennsylvania.

It evidently required some courage, especially in the way of independence of the ordinary influences that are paramount in the control of gubernatorial action in such matters, on the part of Gov. Hoyt, to make this appointment. Dr. Higbee was very little known throughout the State; indeed, his natural temperament, as well as the close confinement of his activity to the pressing work with which he had been overwhelmed, left him neither time nor inclination to utilize any of the ordinary means employed for gaining popular reputation. His business was to do battle bravely *against* the currents of the world's life, and not to be borne comfortably along into places of prominence. In a word, his work was for eternity, and not for time, and hitherto the conditions for its performance had been such as to favor his predilection for retirement and seclusion.

But he had come in contact with a few men of affairs who were in a position to command influence, and had left an abiding impression upon them. So it happened—the present writer is unable to use more definite language—that his name came before Gov. Hoyt, who being himself a man of serious nature, studious habits, and fine literary accomplishments, could easily enter into sympathetic appreciation of Dr. Higbee's qualifications, and saw no obstacle to the propriety of his selection in the comparative obscurity of his past life. Whatever lingering objections there may have been in the Governor's mind on this score, or in view of Dr. Higbee's own over-modest distrust of his executive powers, were completely dispelled by the effect of a personal interview, in reference to which Gov. Hoyt has within the past year written: "I have often recurred to that interview with Dr. Higbee, for it has always afforded me the gratification of having made 'no mistake' in the man." April 1st, 1881, he entered upon the duties of his office, as the successor of Dr. J. P. Wickersham, who for fifteen years had managed its affairs with signal ability, and now retired with the proud consciousness of having achieved a brilliant success by the wise exercise of his pre-eminent administrative capacity.

The new Superintendent, whose course was watched with the keenest scrutiny, and, in many quarters, with the most serious misgivings, not to say with suspicion, very soon found his way into the inner heart of the school men of the State, and in an

incredibly short time he enjoyed, in unstinted measure, the confidence of his co-laborers—the *living* forces and factors which came under his direction and inspiration, and which he ever regarded as of infinitely more value than the most ingenious *machinery* that might be devised in the interest of system and organization. In pleading, as he so often did, for the more generous support of the schools, with the immediate view of inviting and retaining the "very ablest teachers," he says: "However complete our system may be, and however skillfully arranged our appliances and methods, without the presence of earnest and thoroughly qualified living men—without the moulding power of their character and lives upon our children—soul speaking to soul—deep answering to deep—with a voice infinitely more profound and mightier than any written book—the work must fail, and the money virtually be thrown away." The children, the teachers, the directors, and the superintendents were the objects of his chiefest concern, and upon these he freely and unceasingly spent himself.

To indicate the deep impression he was so rapidly making upon educational affairs at home and abroad—for the latter but reflects the former—we take the following paragraphs from the *New England Journal of Education*, constituting part of an extended notice of one of his Annual Reports:

Dr. Higbee is one of the strongest State Superintendents we have in this country. He is the executive officer of the great Keystone State, whose schools are famous in all parts of the land. This State system of public schools is one of the broadest and best. Dr. H. is himself clearly seen through the printed pages of his report,—his scholarship, his high manly and moral tone, his administrative ability, his straightforward business way of doing his work and of expressing himself concerning that work. We have been impressed while reading his strong utterances with the power of the man that shows throughout this official document. He is a man of very great zeal and enthusiasm in his labors. Within the four years that he has been in office he has traveled much over the entire State, visiting and lecturing at teachers' institutes and other educational assemblies, watching with a critical eye all tendencies in the educational work, and moulding educational sentiment, as few men could do. He has delivered lectures on school topics in nearly every county, and in some counties has lectured before institutes for three successive years. His work in this direction alone has been of inestimable value to the school interests of Pennsylvania. He is recognized as one of the most accomplished scholars of the State. No one questions this who knows him. As a classical scholar, he has read nearly all the Greek and Latin authors extant. His attainments in philosophy also are high. He is at home in the history of philosophy, and is quite a specialist in psychology. His keen insight into the philosophy of education and his clear and forcible statement of the truth as he sees it, have given him great power in the direction of educational thought throughout the State."

At the expiration of Dr. Higbee's term of office there was reason to suppose that with the political change that had taken place in the Executive Department of the State administration, a change would also be made in the Superintendency of Public Instruction. This fear, however, proved to be groundless. For reasons best known to himself, perhaps in obedience to a true instinct, it may be with an honest desire to eliminate politics from the administration of the school affairs of the State, certainly with a correct appreciation of the very general drift of public sentiment so urgently in favor of Dr. Higbee's retention in office, Gov. Pattison, to his credit be it said, determined that he should be his own successor. Accordingly, in the spring of 1885, he was reappointed and entered upon the continuance of his official duties with fresh vigor and zeal.

The full significance of this re-appointment was duly appreciated by the friends of education everywhere, and the Governor could not but be deeply gratified by the numerous and sincere encomiums that were passed upon him for the moral strength with which he withstood the enormous political pressure that must have been brought to bear upon him to secure the nomination of a Superintendent out of the household of his own political faith. Dr. Higbee, as well as others, saw in this conspicuous act a most hopeful sign of encouragement to remain steadfast in his determination to dissever the administration of his office as far as possible from the baneful influence of partisan considerations. Under the circumstances, then, it was with high hopes and a renewed sense of responsibility that he faced the future, which never before seemed so big with the magnitude of the work he had in view. If he labored before, he labored now more abundantly, and perceptible progress was steadily made.

But soon the sky was to be overcast with black clouds, high hopes dashed, and spirits crushed. Let us pass this period, the spring of 1886, as briefly, as silently as possible. We refer to the crusade of persecution to which he was subjected in his capacity of Superintendent of Soldiers' Orphan Schools. For particulars the reader must look elsewhere, only he will not read aright if he does not discover that for cruel wrong and utter groundlessness of charges made on the one side, and for patient suffering and heroic

forbearance on the other, it deserves to be characterized as one of the most indefensible and heart-rending assaults ever made upon the character of a public official.

What the underlying motives may have been is known best to the instigators of this whole lamentable affair; what their feelings have since been can only be imagined; but what poignant suffering was inflicted we know too well. It was indeed a "fiery furnace" of trial for Dr. Higbee, the fierce heat of which was intensified almost beyond endurance by the heavy domestic affliction which fell upon him at this time in the death of a dear son just upon the verge of manhood's estate. "The heart knoweth its own bitterness." It is true Dr. Higbee's complete exoneration came in due course of time, and he was deeply, tenderly, at times tearfully, sensible of the boundless kindness and unfailing confidence he experienced at the hands of his numerous friends everywhere. It was a precious comfort for him to know that when he had "but tears to give" he was not left to "weep those tears alone." But the consuming grief that lacerated the natural affections of his heart, and the no less consuming distress that oppressed the refined sensitiveness of his nature, made sad inroad upon the vitality of his physical constitution. He had been brought nearer to the reality of the spiritual world, but he never recovered from the effect of the cruel blows he had received, and from this time on, we venture to say, he lived daily in sight of the end.

In the spring of 1889 he was reappointed by Gov. Beaver, in response to the almost universal desire of the leaders of educational work in all parts of the State, and he entered upon the third term of his office with health somewhat shattered, but with zeal unabated. After his return from his annual hay-fever trip in the following September, he felt that he had gained some much needed strength, and began his laborious Institute work without a thought of sparing himself. Thus, within the last week of his earthly life, we find him at Huntingdon, December 3d and 4th, with reference to which Supt. Brumbaugh writes:

He attended the entire sessions on Thursday, remarking to me once during the day that he could not this season do his work with his accustomed vigor. "I am," said he, half jocosely, "only fifty-nine, but I look like a man of eighty, and feel like a man of ninety." He made the closing address of our afternoon session. His theme was the Identity of Home and School Training. In this address for forty minutes he held the rapt attention of fully 1,300 people. In it he spoke with all his usual earnestness, and that profound depth of thought and feeling which so often characterized his platform utterances. He reached beyond the ordinary ken, and saw and described visions not revealed in like fullness to other men. His wonderful grasp of our educational environment, his deep and exhaustive analysis of character as a factor in education, his earnest and Christian charity for the honest work of the teacher, his intense and righteous resentment of all sophistries in education, and his marvelous and rhythmic diction, combined to make his address a memorable one. It was probably the last, rich, full outpouring of the treasures of his wonderful mind.

Mr. J. P. McCaskey furnishes the following interesting account of his last interview with Dr. Higbee:

On the Saturday morning before his death, Dr. Higbee called at the house of the junior editor of *The Journal*, to talk over a paper which he was then considering, and the plan of which was taking definite shape in his mind. He read a letter from State Supt. Draper of New York, adding that he would write the paper as requested. After discussing the matter for probably an hour or an hour and a half, we went down town together, and the writer complimented him upon the ease with which he took the steep grade of the street, where a few months before he had been compelled to walk more slowly because of asthmatic trouble. "Oh," he replied, "I'm much better; that gives me now but little annoyance in walking."

He called again in the afternoon, at perhaps half-past three o'clock. We had not yet reached home, but he asked for some paper and said he would write awhile. As we came in, about four o'clock, he hailed us cheerily about having "taken possession." We were always glad to see him, and told him so. He spoke of the pleasure he found in writing with his old-time readiness, and added, "Why, I can write for *two hours* at a stretch now, and enjoy it." Seeing that he was full of his subject, and thinking closely upon it, and that it would be discourtesy to engage him in conversation, the writer remarked, "I am going to the desk up stairs, and when you are through with your writing, call or have some one else call me." In probably a half-hour or three-quarters, one of the boys came to say that Dr. Higbee wanted to see us. He read with much interest the paper, which he had written as far as to the last paragraph of suggestions, while he sat there—and spoke of it with all his old-time animation and vigor. Struck with the life-force that seemed roused in him, we said, in a kind of glad surprise, "Why, man, you're getting better! You look as if there were ten years of good work in you yet!" He smiled as if he half thought so too—so much of the old energy had come back. And so we talked pleasantly and hopefully until he went down the steps, and down the street, with form erect, firm step, and face resolutely to the front, as he walked rapidly away. We looked after him, marking, with a feeling of gratitude, the spirit and firmness of every movement, so much in contrast with what we had known of him no long time before—and turned back into the doorway thinking, "Dr. Higbee is getting well!"

Alas! he never got well. On the following Sunday he had the privilege of uniting for the last time with his family in the blessed communion of the Lord's Supper, which he always associated with the Communion of Saints, that precious article of the Apostles' Creed that was so frequently

in his meditations, and which, in his preaching, he never ceased to emphasize as of the most profound significance in every true conception of the Christian pilgrimage. On Monday morning he finished the paper already referred to, which was prepared in response to a request from State Supt. Draper, for suggestions as to "the best method of making our Educational Exhibit at the International Exposition 1893." In the evening of the same day he arrived at Mifflintown, where he had an engagement to participate in the work of the Juniata County Institute. On the following morning, he is reported as having made a most eloquent speech on the importance of securing libraries for the school and the family. In the afternoon he again lectured, as late as 3 o'clock, in regard to which one who heard him says: "His remarks were most happy, abounding in choicest thoughts from the rich storehouse of his wisdom and practical knowledge, with here and there a dash of delicate humor that made him very entertaining indeed."

There is reason to suppose that he had some premonition of what was coming, for we find him hastening his departure for home, and at about 5 o'clock, while waiting for the train, upon the platform of Mifflin Station, the lightning stroke fell; paralysis did its fatal work; and after a few agonizing moments of pitiful efforts to express a last wish, the conscious light of a noble intelligence went out, whilst his great heart continued to beat for fifty-six hours thereafter.

Medical attendance was promptly summoned, but nothing could be done save to render his condition as comfortable as possible for the journey home which was at once undertaken. What a sorrowful home-coming it was! Lead-winged hours of painful watching, anxious waiting, tireless nursing and prayerful hoping, followed. There was no return to consciousness. Early on Friday morning, December 13, 1889, the spirit took its flight, and Dr. Higbee was at rest. In accordance with his own frequently expressed wish he was buried at Emmitsburg, Md., a place hallowed by the sweetest and saddest memories of his earthly life.

"* * it's hard to bear
The loss; but oh! we maun forbear."

The writer is but one of many who have felt the informing influences of Dr. Higbee's life, who have had their minds quickened into activity by the creative energy of his vigorous thought-power, and who have had their hearts warmed into a generous glow by the enkindling touch of his kindly nature. Who has not felt that it was good to be with him? As I look back over the years of my intercourse with him, my thoughts chastened by sorrow, I find it utterly impossible to dwell upon his many private virtues with a view to single out what may possibly have been the predominant quality of his character as revealed to his family and the close company of his chosen friends. Things of love and grief hate the "garish light" of day, and we are here dealing with things that the heart refuses to surrender at our bidding. It is enough to say that to those who knew him best, he was one of those rare souls,

"* * quales neque candidiores
Terra tulit."*

Touching his more public character, I am inclined to think that his greatest power lay in his ministry as a steward of the mysteries of grace, and particularly in his preaching of the gospel. I do not forget that as an instructor in the class-room he was unsurpassed and had few equals. But that which made him so masterful in unfolding the truth of a particular science and awakening the susceptibilities necessary for its apprehension and appropriation on the part of his pupils, was that settled habit of his mind, according to which he steadily and persistently subordinated all the manifold forms of truth to the one great overshadowing truth as it is in Christ, The Truth. Neither do I forget that, upon a memorable occasion, Dr Higbee himself said, "In remembering that I am a clergyman, I do not forget that I am a man." Manhood was the supreme thing, but a manhood as glorified by its incarnation in The Perfect Man, that sublime reality and great central fact of our life, which in its comprehensive largeness includes all the functional activities of our earthly existence, and is greater than the teacher, the preacher, the laborer in whatever sphere. In laying aside therefore the distinctive robes of his ministerial office to be clothed with the authority of the State as the Superintendent of its schools, he did not lay aside his high calling in Christ Jesus, but continued in season and out of season to do his Master's will as a preacher of righteousness, the only difference being that his field had now widened out into proportions of almost boundless extent. These reflections need no expansion here, and are only thrown out as involving a necessary factor for consideration in estimating the character and full significance of the work he accomplished as State Superintendent.

* Earth has not produced souls freer from stain.

Of this work we shall let others speak, although we are as yet too near the scene of action to have the last word said upon it. For the present, it would seem that nothing stronger or better can be desired than the collective judgment of those who are most competent to form a reasonably just opinion, because by virtue of their position they are most capable of estimating the value of the service rendered to the Commonwealth in her most vital interest—that of General Education. In bringing this too hastily written sketch to a close, it only remains for us to invite the reader's attention to what is found in the pages of the Memorial Volume, where he may perchance find a reason for this commemorative book, which it is confidently believed will constitute a by no means unfitting monument to Dr. Higbee in every school to which it shall find its way. The teachers of Pennsylvania will know how to learn and teach again the lesson of this exemplary meditative life; they may be trusted also to appreciate the purpose of this Volume, namely, to perpetuate for greater and more wide-spread good the wholesome influence exerted by one whose conspicuous merit was excelled only by his innate modesty.

"Let the living live; and you, gather together your thoughts, leave behind you a legacy of feeling and ideas; you will be most useful so."

EDUCATIONAL QUESTIONS AS DR. HIGBEE REGARDED THEM.

MODERN METHODS OF EDUCATION.

WHILE intellectual culture most certainly affects any given age, it is itself in turn, both in its methods and scope, conditioned by the same. The influence here is reciprocal, and those interested in educational work are constrained, on this account, to take into consideration not only the possibilities of mental development theoretically viewed, but also what characterizes the spirit of the age and people; for this is sure to make manifest its needs, and press its claims upon the earnest attention of all who are engaged in educational work.

In a barbarous age, for example, but few needs of intellectual culture manifest themselves. No claims in the way of mental discipline are pressed upon the attention of the mass. No doubt the capabilities of mind are there, but there is neither inward nor outward stimulant present to draw them into exercise.

We find that the North American Indians were cunning and skillful so far as the range of their wants extended; and there were diverse grades of excellence among them in all that characterized their surrounding life. Some were heroic in the fight and eloquent at the council, and some possessed wide organizing and administrative power. So was it with our own Teutonic forefathers. They roamed the forests and marshes of interior Europe, bold and fearless, and confronted Roman civilization and Roman encroachments upon their liberty with such persistent resistance that Tacitus declared they might be *beaten*, but never *conquered*. They had, however, no literature, no cities, no civilization or culture. Undeveloped mind was there—a slumbering national genius which, when awakened, gave to the world its highest form of civilization. "Their rude Northern Sagas express the deep religious feeling of the old Teutonic soul, and flash upon us from the darkness of the Northern night many gleams of auroral light and splendor" (Park Godwin). But it required the lapse of ages before all this came to any proper utterance.

Even in the civilization of the Roman world we find the range of educational pursuit very narrow, and correlated on every side to the needs and claims of the age. Law and oratory, which their wide empire and world-embracing legislation demanded, were carefully fostered. Poetry and the arts in general, under the stimulant of the preceding and neighboring Greek culture, were cultivated. Mathematics engaged attention, so far as the immediate wants of the time demanded. Beyond this very little challenges our regard. The whole range of physical science hardly came into view at all. There was at times careful attention paid to agriculture. The Roman Senate, to foster this study, ordered the works of the Carthaginian Mago to be translated; and succeeding the wars of the Triumvirate, in the peaceful times of Augustus, we all remember the beautiful panegyric of Virgil in the Georgics; but from the same we can easily see how little compass of science there was. Chemistry, and botany, and mineralogy, and geology, were almost unknown—entirely undeveloped—and indeed came not into the horizon of the studies of that age. The capabilities of mind for such investigations were there, but there was no outward demand to bring them into exercise and development in such direction.

In the mediæval period, after the overthrow of Roman civilization, the range of

studies was of necessity very narrow. The Teutonic world was in ferment and agitation, and the whole interest of education was left in the hands of the monastic institutions, which still preserved the precious remnants of the old civilization. Here the skins of animals were wrought into parchment, and in the Scriptorium of each monastery the choicest parts of Roman literature were copied and studied. The rude monastic almanacs or chronicles became the germs of modern historical investigations. Marshes were drained, and orchards and gardens cultivated by the laboring neophytes, and the rude material thus gained constructed into rude fabrics by the patient monks. What the church demanded in the way of art-culture, as in music, architecture and poetry, was met, but the almost infinite range of modern investigation was quite unknown.

When the vast genius of Karl the Great sought to organize the Teutonic world and give to its capacities room for proper development, schools were established at every cathedral church and in every monastery, and in his own court, and the most learned men from every quarter were seized upon to aid the work. Yet under his vigorous administration and impulse the range of studies did not go beyond the so-called *trivium* and *quadrivium*, the first embracing *Grammar*, *Rhetoric* and *Logic*, and the second, *Arithmetic*, *Music*, *Geometry* and *Astronomy*.

Even in the most flourishing period of mediæval culture, when, under the influence of Greek writings introduced chiefly through the Arabs, the famous pentarchy of scholasticism reigned, it was possible for a single mind so far to exhaust the whole range of studies, as to secure the title *doctor universalis*, which was unhesitatingly given to Albertus Magnus.

How vain such a title now! No one for a moment can indulge the thought of gathering up even the most fragmentary details of the boundless investigations of the present century. Myriad harvesters in myriad fields of inquiry are at work, and their gathered sheaves lie round us "thick as autumnal leaves that strew the brooks of Vallombrosa."

In view of this more than Briarean demand of the age, what must be our method of education? We certainly cannot shut our eyes to what is around us. We cannot confine ourselves, if we would, to the narrow limits of a semi-barbarous age, simply learning to read and write and cipher. Nor can we attempt any curriculum that shall grasp the wide expanse of studies which the age demands. Such an attempt would be even more foolish than the other. What shall we do? What should characterize the methods of modern education?

We have endeavored to show how that the wants of modern civilization have made necessary an almost infinite range of studies, and how impossible it is that any individual should attempt to master or comprehend them all. An inference from this might hastily be made that we should, at the outset of our school training, or at least at the very earliest period, direct the young to this or that special pursuit, as the bent of genius might seem to direct, and dismiss once for all the whole conception of liberal education, as this has obtained in former times. Is this a valid inference? We think not.

All thought seeks after thought. If the manifold which confronts the mind has no intelligent content, no principle or unifying law, it cannot come under the investigation of science at all. What can reason accomplish with the irrational? The larger the field of investigation, and the greater the number of data, the more seriously will the necessity of bringing the whole into some rational unity press itself upon the attention. Facts are necessary, it is true; but without the illumination of some guiding law, they must remain as so much useless rubbish, retained in the memory, it may be, but without meaning, and therefore unintelligible. Only by a thoroughly developed mind, which has trained itself to think with a philosophic spirit, will the truth underlying the ever-increasing manifoldness of investigations be reached. Such thorough development of mind, therefore, should be especially emphasized in the present age. While advanced schools of scientists, and of professional men of every description, should be maintained, at the same time every profession should see to it that only those should enter who have a broad and liberal scholarship as a source of strength for the work in hand. Things seen will not surrender the hidden truths of which they are the ultimates, nor reveal their correspondence to the spiritual, which is their essential ground, unless the seeing subject has a rational and spiritual vision to penetrate them; and this is not gained by observations, however frequently made, but by that development of inward thought-power which is reached only through a cultured and vigorous personality. Both will and intellect must become, in the broadest form, recipients of the

good and the true, before effects can be seen in their causes, or the creation reveal its Creator to man.

We need to keep before us also a sense of the oneness of our human life. We are not isolated individuals, or atoms aggregated by some foreign force. We are so many factors in the general organism of humanity, and can accomplish our mission properly only as our personality is made complete, and in its right relation to others. The development of self to a full vigorous life is vastly more than the subordination of self to some external pursuit, be this never so high. We may boast of conquering nature, and making her yield up her treasures, when in reality, with the bonds of materialism, nature may have conquered us, and may keep us helpless in her grasp. The end of life is not science, separately viewed, but the full realization, through our will and reason, of the meaning of our own being as from God. This cannot be reached without the highest culture of self, and not then without the continuous inflow of power from above; and on this account our educational work should begin with no end external to the personal life, but with the culture of the whole soul. It should begin with that which is broad and elementary; and this should not be surrendered until a high measure of inward personal strength is gained, to guard against that narrow and narrowing pedantry which is making our social life so fragmentary.

There is an old aphoristic saying, that "*It takes nine tailors to make a man.*" It will take nine lawyers also to make a man, if each has begun and ended with the study of the law. And so with every other profession, if its definite investigation has not been prefaced by a broad, liberal culture which is an ever-present and invigorating fountain, giving to each divergent channel an ever fresh supply.

There is no true individuality save as the general is concrete therein. There can be no specific line of investigation which will yield results, except as he who pursues it has power to see and grasp the general. There can be no intelligent movement from effects to cause, unless the mind has power to grasp a totality in which both are as one.

LOWER AND HIGHER SCHOOLS.

All lower schools need the presence of higher schools in all their various forms, as much as a foundation needs its proper superstructure, A sense of any fixed limitations in educational work deadens effort, and quenches thirst for acquisition. There are no limits to knowledge. Reason has a boundless horizon. A sense of the great expanse widening out before us leads us onward. All need the inspiration which comes from the knowable unknown, the dim outlines of which glimmer in our apprehension. Although we may walk by the brook's side, and listen joyfully to the sweet music which it makes with "the enamelled stones," yet we must hear the rush of the river's wide sweep and the grand roar of the mighty sea, or we shall loiter too long upon its sedgy banks, and our journey be but half begun. There should be underlying all common school work, an elevating hope that many of the children, whose talents might otherwise be buried, will be prompted to advance to higher schools of training, and put their talents to utmost usury, and thus give to the Commonwealth her highest ornament, and guardianship, and realize in themselves that enlargement of mind and inward illumination of knowledge, which gives such assured directness and quickness of action to every power, however challenged, and which, if interfused with the glow of Divine love and wisdom, will loose them from all fetters of flesh, and sense, and fate, and finite things,—

> "Felix qui potuit rerum cognoscere causas,
> Atque metus omnes, et inexorabile fatum
> Subjecit pedibus, strepitumque Acherontis
> avari."*

VACATION.

There can be no true scholarship without self-thinking. The mind, even in early youth, must reach beyond what is assigned as a task, and through its own power of attention task itself freely. So also there can be no proper development of practical independence, or character, without self-willing. The energy, even of the boy, must reach beyond merely external stimulation, and through its own activity guide itself.

We need teachers, it is true; for mind must confront mind, and will meet will, before culture is possible. We need the moulding, plastic personality of great and good men to guide and inspire and bless us. We need also specific studies, and appointed hours of recitation, and hand-books which rightly organize the essential data of any given subject. We need all that "care with which the Lord hath begirt us round," to

*Happy is he who hath grasped the causes of things, and hath cast beneath his feet all fears, and inexorable fate, and the din of greedy Acheron.

use the language of the sainted Herbert. We need, also, in the midst of all this, and to give all this its proper effect, *freedom*.

We are not *things* to be classified in bundles, and put away here and there, as others may determine. We are *spirit*, self-activity, realizing its own content. We are not characterized by that with which we are filled from without, but by that which we *come to be* in the realization from within of our own potentialties. Our way of life is not the path in which, with tight guiding strings, others may lead us; but our way of life is that which we ourselves make, not capriciously, but from a body of inward motivity formed through the upbuilding of our own character.

We have made these remarks to bring into view the proper significance of Vacation. In vacation the child is relieved from the ordinary routine of school-hours, and text-book recitations. He is freed, for the time being, fron these appropriate external bonds, which surround him and enforce the necessary presence of law, although from without. He is cut off from the ordinary bond of obligation and restraint. But yet these *horæ subcisivæ* are not to be hours of indifference, mere emptinesses in life's expanse. They have their office and their benefits. They are not in the interest of mere caprice and license, but in the interest of freedom, wherein the child, while resting from allotted labor, may become in a measure at least his own guide, and a law unto himself.

Help him, then, ye teachers, in these holidays and vacant hours, to begin his own investigations, and make his own limitations, while guarded only against thought and will dissipation. If he has haply reached the threshold of botanic science, and touched with reverent hands the door-posts and lintels of the noble structure, let him freely enjoy "the vision splendid" after which that structure is patterned. Let him cast aside for a time the necessary scaffolding of terms, *phyllotaxis*, *cryptogamic*, *pentastichous*, etc., etc., and tramp through the meadows and woods and "worship Nature in the hill and valley, not knowing what he loves." Let him plunge into the running brook, and gather the moss which it kisses, and hear the sweet music which it makes with the enameled stones (Shakespeare). Let him drink in the whole wide expanse of nature, to make more real and wholesome his antecedent and subsequent study of physical science. Let him meet heart to heart the living world of things above and around and beneath, until his young soul trembles with

> A sense sublime
> Of something far more deeply interfused,
> Whose dwelling is the light of setting suns,
> And the round ocean, and the living air;
> A motion and a spirit that impels
> All thinking things, all objects of all thought,
> And rolls through all things.

All this will help him to organize aright his own acquirements, and illustrate them with his own self cognized applications; and he will begin, forsooth, to question Nature and force her to answer his own heart inspired interrogations, listening with ears not dulled by the sounds of class-room, but sharpened and erect, with the whole soul in them, eager to hear and to retain.

Let the vacation free the child from the bondage of the school, but not from the noble aim which it has in view. Let his studies go on, but from an inward impulse which in part determines for itself the range of investigation, and selects for itself its own problems for solution.

Every thoughtful teacher, before dismissing his school for a holiday or vacation, however short or long, will, with a free and genial exhortation, tell his pupils the meaning of such a season, inspire them to secure its incalculable benefits, and, if possible, he will himself join the youngsters in their seemingly aimless frolics, and without their knowing it, widen their powers of self-thinking and self-activity by his own broader culture and more self-possessed powers, until they feel the dawning glory of intellectual freedom.

A WALK THROUGH A LIBRARY: NO. V.

Beautifully on the morrow did the rising sun pour his rosy light down Amwell hill, over the dewy meadow, "chequered with water-lilies and lady-smocks," where, true to their engagement, Piscator and Venator met to enjoy the exciting sport of hunting Otter. The former seems unusually enthusiastic. He is determined that "no reasonable hedge or ditch shall hold him." Rare success, too, have the huntsmen this day. *Kilbuck*, *Ringwood* and *Sweetlips* do bravely: and when the chase is over, exultingly the whole party go to an honest Alehouse "to take a cup of good Barley-wine, and sing *Old Rose*, and rejoice together."

Soon, however, Piscator with his disciple leaves, being eager to free himself from uncongenial irreverent associates; and while journeying together, toward that shaded hole where the largest chub with a white

spot on his tail was so skillfully caught, the time is not unimproved. Now as ever good Izaak Walton breathed out from his soul that gentle Christian piety which adds such charm and warmth to his inimitable style. Listen as he thus answereth Venator's question relative to the host they had just left. I quote the whole passage as a worthy lesson.

"And now to your question concerning your host. To speak truly, he is not to me a good companion: for most of his conceits were either Scripture-jests, or lascivious jests; for which I count no man witty, for the devil will help a man that way inclined, to the first; and his own corrupt nature, which he always carries with him, to the latter; but a companion that feasts the company with wit and mirth and leaves out the sin which is usually mixed with them, he is the man. * * * And let me tell you, good company and good discourse are the very sinews of virtue; but for such discourse as we heard last night, it infects others; the very boys will learn to talk and swear as they hear mine host, and another of the company that shall be nameless; I am sorry the other is a gentleman, for less religion will not save their souls than a beggar's; I think more will be required at the last great day. Well, you know what example is able to do, and I know what the poet says in the like case, which is worthy to be noted by all parents and people of civility:

——Many a one
Owes to his country his religion:
And in another would as strongly grow,
Had but his nurse or mother taught him so."

Not only doth the honest fisherman in this way give us at times direct and somewhat lengthy homilies, but everywhere throughout his book, with the happiest freedom, and choicest appropriations he teacheth us the necessity of infusing into our recreations the spirit of Christian piety. When mine hostess, both cleanly and handsome and civil, had cooked as directed that chub so skillfully caught, grace must be said before they fell to eating it. When there seems to be no way to use the cheven caught by the promising disciple in way of lesson, it must be given to the poor; for, as Piscator says, "it is good beginning of your art to offer your first fruits to the poor who will both thank God and you for it." And when, after catching the trout with unmistakeable mastery of the art, they are anticipating their joyful return to my hostess, there to meet Peter, "a good angler and cheerful companion," they must find some harmless sport to content them, and "pass away a little time without offence to God or man." There is something refreshing to the spirit in all this; and we are not at all surprised that such a writer, when referring to any of his friends deceased, can so reverently and almost uniformly add "now with God." Time forbids our unfolding this peculiar characteristic of the "Compleat Angler" any further.

Along with such pious contemplations, as is conspicuous from what has been already quoted, there is a peculiarly fine appreciation of whatever is beautiful and lovely in nature. You find no florid language, no evident attempt to fit a thought to splendid and prepared drapery, no laborious effort to hunt out startling combinations and far-fetched analogies, but, on the contrary, the freshness and simplicity of Chaucer. There are no high flights of imagination, it is true; no impassioned burst of feeling, but you can see the pastoral beauties of nature, winding streams, dewy meadows, brooksides with shady beeches and fragrant vines, indeed the all of gentle loveliness that the country giveth, you can see sweetly imaged in the calm depths of a pious soul full of the love of it, as you may have seen the crimson and purple clouds of evening more softly tinted far down beneath the unruffled surface of a mountain-embosomed lake. We cannot forbear, quoting in conclusion one passage, illustrating what has just been said, and there we must part with good Izaak Walton and continue our walk in our next article, elsewhere and with other, although not better company.

"Look you, scholar, thereabout we shall have a bite presently, or not at all. Have with you, sir! O' my word I have hold of him. Oh! it is a great loggerheaded chub! Come, let's be going. But turn out of the way a little, good scholar, towards yonder high honey-suckle hedge; there we'll sit and sing whilst this shower falls so gently upon the teeming earth, and gives yet a sweeter smell to the lovely flowers that adorn these verdant meadows.

"Look, under that broad beech-tree I sat down, when I was last this way fishing, and the birds in the adjoining grove seemed to have a friendly contention with an echo, whose dead voice seemed to live in a hollow tree, near to the brow of that primrose-hill; there I sat viewing the silver streams glide silently towards their centre, the tempestuous sea; yet sometimes opposed by rugged roots and pebble-stones, which broke their waves and turned them into foam; and

sometimes I beguiled time by viewing the harmless lambs, some leaping securely in the cool shade, whilst others sported themselves in the cheerful sun; and saw others craving comfort from the swollen udders of their bleating dams. As I thus sat, these and other sights had so fully possessed my soul with content, that I thought as the poet has happily expressed it:

"'I was for that time lifted above earth;
And possessed joys not promised in my birth.'"

OUR EDUCATIONAL WORK.

To meet the educational wants of this great State of Pennsylvania—almost an empire in itself—we have three great factors: (1) The Common Schools; (2) Academic and Collegiate Institutions; and (3) Professional or Technical Schools. All these are equally necessary, and although not very closely related externally, their internal relation is intimate. No common school system can be well organized that does not take into view the whole *estate* of learning. The higher education towards which the whole development of mind directs itself must make itself felt at the very beginning as a plastic directing power; and all professional schools should rest upon a thorough and full academic course preceding, to give solid strength and proper self-possession to the candidate. All are indeed bound together, and should not be severed any more than the root from the ascending axis, or that from the ripened fruit.

We cannot now consider the relation of these three great factors in detail, but must confine ourselves to the Common School—the fundamental factor—the substratum of culture upon which the whole superstructure rests. From the fact that nearly all the children of the State are gathered into these schools, and come thus under that first systematic training which is to point them forward to their proper place in the advancing civilization of the world, the office of the common school teacher is of vast account. The direction of a whole generation is in the hands of our public school teachers; and if their work is not vigorous, firm, and with proper aim, it becomes a failure—yea, more than this, it becomes a disastrous wreck. Look, teachers, at the possibilities lodged in the million children under your charge. Remember that from their ranks must come the ministers, lawyers, judges, legislators—the whole guiding manhood and womanhood of the coming age—all who are to fill, as we crumble into dust, the diversified offices of civilized life. In this view, how important becomes the kind of start you shall give them—the sort of impulse and inspiration you may help them to, towards the true ends of life! How much more to be considered than "the three R's"—the tools merely of education, not its soul!

Perhaps no admonition is more necessary in our day than this—Don't be in a hurry! No fault, in my judgment, demands more immediate attention. As pedagogues we are apt to forget that we are not the child's only teachers. The flowers, the clouds, the winds, the stars, the whole universe—are teaching him, and we must give him time to feel their power and glory. Divine Providence hath made him the nursling of these all-pervading presences, and we must not dare rudely to snatch him away. What authority have we to put a child of eight to calculate the difference of time between Hong Kong and Washington, who knows not as yet how feebly the revolving hands of the clock record the spinning earth as it whirls around the sun! What right have we to task his mind with analysis which we ourselves can scarcely grasp, when the little mind is happy as it wonders at the august syntheses that surround it? By our ambitious hurrying and crowding we cripple and dwarf the children into precocious pigmies. Don't hurry, but let the life of the family and neighborhood, the impulse of surrounding associates, the inspiring atmosphere of the mother-tongue, as it sweeps against their faces from the playgrounds and streets, the face of Nature smiling now benignantly upon them and now awe-inspiring with the grandeur of its divine countenance—let all this join with your work in its gradual, sure, steady culturing power. Work not for examinations, for the brief show of a moment—a transient and generally prideful exaltation—but, in view of your responsibility to God and the State, work for the future lives of those entrusted to your care, for their characters as men and women. Take not so much interest in perfecting the "system," and in its glorification, as in the perfecting of the child, for he was not made for the schools, but the schools for him.

A word about the Normal Schools. We must have teachers. Parents cannot do the work. The clergy cannot, and, indeed, the Church is so divided in its confessions as to be unable to furnish any common confessional ground. Teachers the State must have. Where shall we find them? Shall we pick them up at random, and put them to a work so significant, and so far-reaching for good or for evil? While we pay large sums

for the highest skill in analyzing oils and testing the quality of iron, shall we forget the greater necessity of skillfully-trained inspectors and promoters of the growth of mind and soul? We must have schools to give us trained teachers and superintendents fully acquainted with the best methods of instruction, and with clear grasp of the philosophy of their work. Such schools are not for children, however, but for those whose attainments are already such as to enter upon this professional study with some consciousness of its particular import and responsibility. Such schools, therefore, should have for their Professors the very best talent at hand—men not only of the very highest and broadest scholarship, but men of great professional experience. With infinite pleasure shall we hail the day, when, with such professional schools for teachers, we may receive the graduates of our Colleges and higher schools of learning as do the schools of Medicine and Law. The time may come, yea, ought to come, when our most learned and experienced men will see the necessity of furnishing our common schools with such professional teachers as can be safely allowed to guide and inspire and control the civilization of the age.

EXAMINATIONS.

No more difficult task confronts the teacher than that of examination. As a test of attainment in any branch of study it is necessary, and may be of great value, or almost worthless, depending upon the character and scholarship of the examiner. Especially is this true when the examiner has never taught the examined, and has had no knowledge of his power of thought, or general habit of study.

Questions may be so constructed, or topics so assigned, as to test the memory alone, bringing into notice merely the retention of facts and dates and verbal textbook answers,—a disorganized mass of material, neither digested nor assimilated, and of but little use, in such form, to any one. Even in this case, an examiner of broad scholarship, by a careful survey of the answers, can detect, with difficulty however, the mental grasp of the examined.

But again, questions may be so constructed or topics so assigned as to test the knowledge of the examined and show how far his thought has grasped the truth of things in the given subject of study. The examined is thrown upon his own resources, not by puzzles to test his ingenuity, but by questions that demand a knowledge of principles upon his part, and the answers to which must come from his own inner powers of thinking. Even in this case, it is difficult to form a correct estimate of scholarship in very many branches of study, unless the examiner takes into critical survey the whole character of the answers given, the structure of the sentences, the English used, and that almost invisible thought power which the examiner, if a scholar, recognizes by a sort of intellectual affinity or mental sympathy.

All examinations, in our judgment, if to be relied upon, should be conducted by an examiner of broad, sound scholarship, such as will dictate a series of questions calculated to test scholarship, and which will detect in every answer given the more hidden element of self-possessed thinking, rather than the most ostentatious power of memory involved.

But in an examination to test the qualification of one desiring to become a teacher, how can an examiner assure himself of those ethical qualities, which, to say the least, are as necessary as are the intellectual? What list of questions can he form which will be of any service here? The most that he can do is to detect in the personal presence of the examined, as well as in the general tone of his answers, that self-humiliation and reverence without which all moral life is dwarfed and blighted.

But fortunately our schools are all under the personal and continued inspection of our superintendents; and this, added to their examinations, should be sufficient to guard us against any serious immorality or great incompetence or waste of time in our educational work. Let us labor to keep among our examiners men of the broadest and soundest scholarship possible, and men whose manners and morals are above reproach.

OFFICE OF MUSIC IN THE SCHOOL AND IN THE FAMILY.

If, to be effective, the work of education must have regard to all the powers of the human soul, it should not neglect the imagination, or phantasy, which most certainly enters into the activities of will and intelligence in our earliest youth as well as in our ripened age.

The world of art is no less real than the world of thought. While truth is searched often by a process of analytic thought, demanding on this account a thorough discipline of the intellect; the beautiful is grasped by an æsthetic intuition, demanding for this purpose a careful culture of the phantasy. In the one case we have the process of science; in the other, the process of art.

Why neglect either, when their source is the same? For when, by the phantasy, we see through and beneath the build of things, the primordial form governing all and in all manifesting its presence, what is this but the same truth *in form* which we reach through the analysis of thought? The same glory is in it after all, in the one case authenticating itself as truth through the activities of intellect; in the other case, looking out through the form, and revealing itself therein as the beautiful, through the intuitive glance of the phantasy.

To the sphere of art, thus briefly characterized, music belongs, and addresses itself to that soul-power which realizes the beautiful. The form material here in which the idea enshrines itself, and through which it is made to reach in upon the soul, is in itself almost spiritual—viz., sound; and this is the chief medium through which the infinitude and indefiniteness of feeling can come to an expression. Therefore, we may say, in brief, that music is the utterance, under *sound forms of sense*, of the beautiful in those sentiments and aspirations which fill the heart, and thence gush forth like crystal waters from deep hidden springs. It is the outflowing of the feeling heart. While giving body to emotion and sentiment, with their power thus made tangible, as it were, it penetrates the soul, awakening the depths of feeling and affection slumbering there, and leading the whole engrasped spirit into sad or joyful communings with itself, or into wondrous and visionary excursions into the vast past of its hopes and loves, or into the vaster future that lies before it like a far-off landscape in the evening twilight.

Music, as such, employs sound, not speech, although the two are allied. Sound is *vague* and *impressive*, while speech is *definite* and *expressive;* yet it has beneath it a life of feeling which moulds not the word but the tone, and through it utters itself. Language challenges the intelligence, while music, in which the heart element of all thought is struggling toward expression, makes us tremble and glow, as the sounds sweep immediately over the chords of affection. Music, we may say, in way of summary, is the work of that creative art-power which gives expression to the beautiful of *sentiment* in the forms of sound intelligible to our feelings, and in this way only challenging the soul. It is as a spirit moving over the deep of emotion, now forming ripples and wavelets there, and anon, it may be, rousing the storm with the rush and war of embattling billows, and now saying at will, Peace! be still!

It reaches its purpose in the power of *impression.* Although seemingly a paradox, its expression is just this power of impression; for sound does not stand apart from the soul in way of form, but enters the soul, and articulates itself there. In this way music weds itself so intimately to the heart. This is its dwelling place; and no one with a heart can fail to come under its power.

It needs no high-wrought symphony to touch the soul. The simplest melody can start a thrill of delight, or open the otherwise deep-seated fountain of griefs and tears. A lullaby at the cradle can bend in reverence the grey-haired grandfather, while it brings before his vision a far-off home and childhood. The Swiss mountaineer finds his soul in the echoes of his Alpine horn. The wild highland chief of Scotland saw the glory of his clan rising up before him while the pibroch was sounding through the heathery hills. Who cannot recall Shakespeare's beautiful tribute to its power?

> That strain again!
> O! it came o'er my ear like the sweet south
> That breathes upon a bank of violets,
> Stealing and giving odor.

Who does not remember the equally beautiful passage of Milton?

> Sure something holy lodges in that breast
> And with these raptures moves the vocal air
> To testify his hidden presence.
> How sweetly did they float upon the wings
> Of silence, through the empty vaulted night,
> At every fall smoothing the raven down
> Of darkness till it smiled.

The mournful wail of despair, the piercing shriek of agony, the joyful chorus of mirth, the fiery rush of passion, the gentle whispering of love, the moving fulness of life, the *silence audible* of death, together with all the sounds which the soul of nature utters from waters and woods, from valleys and mountains, day unto day, and night unto night—how all these, now combined and now separate, as wrought by genius into creations of beauty, and sounding forth from instruments, or breathing life-like from heart and lips, can penetrate the deep foundations of nature within us, and even throw an Orphean spell over nature without us; for the shepherd's

> Artful strains have oft delayed
> The huddling brook to hear his madrigal,
> And sweetened every musk-rose of the dale.

Music, as we have just said, has a wondrous power of impression;—power over thought and act, for it moves the inmost depths of our emotional nature;—power over the learned and unlearned, for it touches the

life of the soul far beneath all analytic processes of thought;—power over high and low, for it strikes a chord which can be made to thrill in every heart.

From this, it can be easily seen what office it should serve in the family. The family is the home of our deepest earthly affections. It is here that our whole emotional nature begins its development. Here we find the very fountain whence flow the purest, and strongest, and most lasting feelings of our life. We are in the family by the necessary relations of our being. Far back of any voluntary acts of our own conscious existence it asserts its presence and power. The relation is divinely ordained, and demands, therefore, our most serious regard. Home, where we first live, and move and have our being—where the soul of each one of us opens up into conscious activity, where the whole being begins to bloom as doth the flower in its inclosing bud—home is the place not only of obedient acts of will,—not only of intellectual nurture and discipline, but also the place which the beauty of art should adorn,—where the "fair humanities" should reign, where all ennobling sentiments should be cherished, that in every possible way the attention of the household may be drawn from the grossly sensual to the supersensuous and ideal. Music, then, when true to its nature as giving form to and thus suggesting sentiments, which are, perhaps, more powerful factors of our life than thoughts,—through the medium of sounds which equally delight childhood and age,—music, therefore, we repeat, should bind the fireside together with links of love, and in the throbbing hearts of the children awaken hallowed thoughts and resolutions, and form a body of lasting associations, expanding the affections of the soul,

> Untwisting all the chains that tie
> The hidden soul of harmony.

It is not out of place here to relate an incident which is said to have occurred in the early history of the Cumberland Valley, in this State, for it is a powerful illustration of what has just been said. By the sudden attack of a band of Indians, one of the frontier settlements of the Valley was overpowered, and a number of very young children carried away captives. After many years, moved, perhaps, by the loveliness of the child herself, the Indians brought back a captive girl, who, from her long sojourn with them, had lost all memory of her parents and home. The news rapidly spread that a captive had been returned. Two mothers hurried to the place, hoping that the returned one might be their long-lost child. Neither was able to identify her, and both claimed her. All possible means were used to bring the child to some recollection of her former life, but in vain. The wild forest life among the Indians had obliterated all memory of civilized childhood. Every association of home-life seemed to have perished. At last one of the women (the real mother), remembering how assiduously she had taught her young girl to sing a certain hymn, which had been precious among the memories of her own childhood, seated herself by the child, as was her wont in the years gone by, and began to sing the old familiar hymn. At first the child, now almost grown into womanhood, listened intently to the voice. As the singing went on, the child began to tremble. Visions of home seemed to be filling her gaze. Old memories were coming back again. The bonds which a barbarous captivity had thrown around her soul were breaking. Soon, with gushing tears, the captive cried out, "Oh, my mother, my mother!"

Music, which had surrounded her cradle and her infant life—which had entered and thrilled the depths of her young soul—which had slumbered on the untouched chords of her heart through her long years of exile, now awakened and asserting its presence and power,—music, laden with all the perfume of a mother's love, and the dewy freshness of happy childhood life,—roused the whole soul into harmony with its past existence, and re-bound mother and child in a fellowship of sentiment and emotion far beyond that of thought, and as lasting as life itself.

EDUCATION OF THE CHILDREN.

No worthier object can engage the attention of a State than the proper education of the children thereof. Even in governments where the arts of war formed the main study of the governing and the chief practice of the governed class, the worth of learning, of an advanced character at least, was reverently recognized. Cæsar pardoned Varro because he was the most learned man of his age, and made him librarian at Rome; and the warrior Karl, when the Frankish judges had condemned Warnefried, the Lombard scholar, to lose his eyes and hands, saved him, saying: "We shall not easily find another hand that can write history." But where, as now, the arts of peace come into special prominence, and where the very purpose of legislation is the highest

welfare of the people, no State can neglect the general educational discipline of the young, without setting aside the foundation itself upon which its claim to legislate at all is based.

Of course, much elementary training is carried forward by the family, where father and mother are the divinely-ordained guides and guardians of their offspring; and that Commonwealth would be weak indeed, the cultured purity of whose home-life forms not its chief pillar of support. But the relation between home and the so called common school is most intimate. The children go from one to the other and return day after day through years. The opening of school creates a kind of festival stir in every household, and, as the term goes on, the communion becomes so close that the new companionships and disciplinary restraints and study-tasks of the school-room move into the loving converse and freedom of the family life as a part of its experience, each adding effect to the other, as bird-songs float into the morning's dewy calm and become part of the rising day.

An agency, therefore, so coöperant with the family life, taking character therefrom, and adding character thereto; an agency so capable of becoming a lasting blessing, as it should, or a blighting curse, as it may, throughout the thousands of homes which make up a State, clearly demands the most watchful care of those who make and execute the laws, and should never be felt to be a subordinate interest or mere accident in our halls of legislation. If the fish in our rivers and the game in our forests, with the forests themselves, are of sufficient importance in our social life to command the protection of legislation; if the difficult problems growing out of the strained relations of capital and labor are of interest enough to demand the skill of our most thoughtful law-makers; if the methods of taxation and means of commercial intercourse and the treatment of paupers and the insane well deserve the calm consideration of our ablest statesmen, then, most certainly, the training of a whole generation of children, numbering in our State more than a million, affecting, as it must, our present social life, and reaching out into the future and conditioning the destiny of the Republic, deserves and demands the best thought and highest wisdom of the Legislature of an enlightened Commonwealth like ours.

Too often is it the case, we fear, that some of the most significant forces of our social order, because silent in their operation, insignificant in their outward show, and more spiritual than material in their results, escape consideration. Who will deny that the primary education of a whole generation of boys and girls is a significant factor of social progress? How far the possibilities with which it has to do, sweep beyond the vision which generally catches the eye of our business men and politicians, and how much deeper and broader are the responsibilities involved in the care of a million undeveloped minds than most of us are ready or willing to acknowledge! But so quietly does the whole work link itself to our homely everyday life, so modestly does it hide itself away from public notoriety to keep nearer to our hearth-stones, that it may almost entirely fail to find that recognition and attention which it ought.

THE PRACTICAL ELEMENT.

We must not be understood, however, as desiring to divorce from our common school instruction the practical element involved in all proper educational work. The necessity of clear, accurate perception, challenged by direct reference to concrete objects, and made vivid and lasting by the hand aiding the mind's eye in tracing their figure and relations, cannot be too much emphasized. Vague word-forms cannot start into clear articulation the thinking of the child. There is a large field in all the elements of science for direct labor of this kind; but this is quite distinct from the work-shop, and has to do with *knowledge*, and not directly with *trades* or *professions*. Weights and measures are best learned by weighing and measuring at the start. The principles of natural philosophy admit of direct practical application and proof. Natural science invites the pupil to use intelligent eyes in the realm of nature spread out around him, and his powers of keen, critical observation can be cultivated in no other way. The handling of a bean in contrast with a grain of corn will open the eyes of a child to the difference between a dicotyledon and a monocotyledon much more promptly than a memorizing of the terms. So also in chemistry and allied studies, the laboratory must be the study-room. Doing is but the purpose of the will carried into effect through the medium of the understanding, and is of incalculable advantage. But in this whole work, we must not forget that *fact-lore* is but little removed from *word-lore*, unless the presence of an interpreting mind meets mind enshrined in all the phenomena

under observation. It is not the eye of flesh, however aided by instruments, but the inner eye of reason, that grasps the law, for law and relations for use are the Divine reason immanent in things. The educational process after all is an unsensing of the mind, that it may transcend the passing phenomena and see with clear vision the ever-abiding law.

Our children need much of such training that they may not move with vapid stare through worlds of infinite reason around and beneath and above them. They must find *intelligent* companionship with flowers, and shrubs, and trees, and animals, and air, and blue heavens, and encircling stars, and gain some thoughtful apprehension of the acts, and industries, and thoughts, and experiences of mankind. In work of this kind our common schools can best meet the demands of a practical training, while leaving to higher schools of technology the work which our industrial trades so urgently demand, and which by such schools alone can be adequately done.

OUR SCHOOL DIRECTORS.

The school law rests upon the assumption that a large majority of the parents in the Commonwealth will send their children at a comparatively early age to the common schools, if such are properly provided for them by means of an equitable taxation upon the part of the State. To initiate the whole movement, the people in the various municipalities are empowered to elect a definite number of *Directors*, to whom is entrusted this solemn work of supplying the children of the State with all the facilities required to secure a thorough elementary training. Upon the faithful discharge of their duties, therefore, the efficiency and success of the whole interest mainly depend. They are at the foundation of the whole structure; and they are elected, therefore, directly by the people, and taken from the immediate neighborhood in which the work in view is to be accomplished, that they may thus have the advantage of knowing by daily experience the educational needs of their district, and of being themselves personally interested in satisfying such needs to the fullest extent possible. The wisdom of such a course is at once apparent; for it must be a sad day for a representative government like ours, when confidence in the people is so far lost as to lead the law-makers to feel that the parents of the Republic will not take interest enough in their offspring to select men of earnest character and resolute purpose, to supply them with proper schools.

Evidently then, the sole object of the selection of Directors is, to supply the Commonwealth with such schools as shall meet the educational wants of the age in the way of elementary training. No considerations of state or governmental management in the way of party politics surround their office. It has to do with a broad and general interest, which of necessity includes all parties in one common bond of fellowship. Neither school sites, nor school buildings, nor school teachers, nor school apparatus, nor school text-books, nor school superintendents, can be made to depend upon party votes or political alliances. No science, elementary or advanced, can recognize narrowing limitations of such character. Grammars are not Republican or Democratic, nor are geographies or arithmetics. Much less will moral truth bend to such modification. Indeed, the whole foundation work of the Directors will be degraded and vitiated if allowed to be dependent in any way upon issues of such character. The law, therefore, had a reasonable right to suppose that the people would take sufficient interest in their own children to see to it that the most profound and wise men should be secured as the Directors of their schools. If such are not selected as a rule, we have the sad evidence of a wide-spread demoralization of the people, which demands most serious attention. And if the Directors, when elected, allow themselves to be diverted from the great purpose of their office, forgetting its application to all in common, irrespective of any political or social caste, it evinces a malfeasance demanding a most prompt remedy.

CLOSER SUPERVISION.

No matter has given us more concern than the inspection and supervision of our schools. The field, including the whole State, is that of an empire. Many counties have become so populous as to have quite outgrown the old system of inspection. The introduction of city and borough superintendents has helped to bridge over for a time these difficulties, but, even with their aid, our present system of county superintendency needs enlargement to make itself properly felt. It is accomplishing all it can, and we have no complaint whatever to make against the superintendents, but we have abundant reason rather to admire

their faithfulness and zeal. Any one can see, however, that to spread the labor of one man, no matter how capable he may be, over a range of districts where three or four hundred teachers are employed, must, of necessity, make it very thin. Frequent visitations, or a thorough and repeated examination of school-rooms and grounds and appliances, and many other matters which require constant watchfulness, are simply impossible.

What is needed—how much, only those familiar with school work can tell—is that our school directors be permitted by law to form circuits, (made up of contiguous districts, or districts near at hand within their own counties,) including a population not greater than five thousand, or of a single district including not less than ten schools, each of which circuits shall have a district superintendent, elected by the directors residing therein, whose duty it shall be to report to them and to the county superintendent each month during school term, the condition and progress of the schools within his circuit after a careful inspection, giving full details of all that the county superintendent and himself may feel to be necessary for the further improvement and efficiency of the educational work therein. The district superintendent should be paid out of the funds of the district or districts constituting his circuit, each district paying its *pro rata* share, and his minimum salary should be equal to the highest salary paid to any teacher within his circuit. All this more definite inspection should be under the control of the county superintendent, who should have authority to commission the district superintendents within his county upon their election by the directors, with power to revoke the same on the same grounds as he now has power to revoke a teacher's certificate. In case of resignation or vacancy arising from any cause whatever, the directors should be authorized to proceed at once to the election of a successor for the unexpired term. The term of office and qualification of candidate should be the same as in the case of a county superintendent.

This, while giving us more close inspection, will not multiply coördinate school officers in the county. The county superintendent will continue to be chief supervisor, and the only one authorized to sign certificates. These district superintendents will be his aids, through whom he can reach every school in his territory; for these district superintendents can take a careful census of the schools, and discover the number of children deprived of educational privileges; they can correct the irregularity of attendance by reporting monthly to the directors and superintendents, and devising remedial plans; they can regulate the organization of libraries, and form an intelligent comparison of the districts and schools in relation to apparatus, text-books, and school-buildings and grounds; they can conduct evening meetings and local institutes, arousing interest among the immediate patrons, and stimulating a healthy emulation between the schools; they can, by their monthly or more frequent visitations, accomplish more fully what the law has required of the directors, and which, although required, has been in very many cases neglected; they can aid the directors in their selection of teachers qualified for their special fields, and they will educate themselves into a body whose good executive ability in the management of schools will be a help which every earnest county superintendent will hold in the very highest regard, and which, indeed, he must have if he is to make his own labors in a county effective in the way of frequent and definite inspection.

In view of the various records to be kept by the county superintendent, and the necessity of having some fixed office for consultation, and for various other reasons, the common custom, followed in very many of our counties, of giving him a fixed office in the county court-house, should be an established law. The propriety and advantage of having the various competing school books and series of school books upon all subjects taught in the common schools, and the various kinds of improved school apparatus, school furniture and appliances, exposed in such office for the ready inspection of teachers, directors and friends of education, will at once be perceived, and should commend the measure to the favorable consideration of the Legislature.

ARBOR DAY FOR THE COMMONWEALTH.

Recognizing the peculiar fitness of the Executive proclamation fixing an Arbor Day for the Commonwealth, it has been our effort and pleasure to make it in every way as efficient for good as possible in relation to our public schools. Here, among the children, habits of thought and feeling in regard to the benefits and uses of tree-planting can be formed, which will deter them, it is hoped, from that destructive

greed which has forgotten the value and beauty of green woodlands and parks, and the glory of shadowy hills and leaf-hidden streams, where the trout snaps the unwary fly, and the liverworts peep out from the dewy moss, and wake-robins nod their heads to the answering ferns. Children need, in their innocent up-springing, to have room to get away from the garish sun and rest, as upon a mother's bosom, in the twilight silence of the growing woods. We have endeavored to keep in view, so far as possible, the educational power of such things, by urging that our school-grounds be supplied with shade-trees and shrubs and flowers, and that the naked walls of our school-buildings be trellised over with vines. Children feel most deeply the ministry of that which charms the eye.

> We are what sun and winds and water make us;
> The mountains are our sponsors, and the rills
> Fashion and win their nursling with their smiles.

Unconsciously each impression of such character sinks into the tender depths of their souls, and there it remains, as, in reflection, do the willows in the placid stream. In fact the scenes of nature are perennial companions, growing more friendly from year to year. Those most familiar, wherever we may be, are ever entering the study of our imagination, and often giving direction even to our acts. "The shepherd," as with exquisite pathos has been said by Wordsworth, "is half a shepherd on the stormy sea, and hears in piping shrouds the tones of waterfalls, and inland sounds of caves and trees; and in the bosom of the deep, sees mountains, sees the forms of sheep that grazed on verdant hills."

Arbor Day, repeated in our schools from year to year, will cultivate a reverent love of nature, will lead our children to value studious walks along our streams and hills, and through our winding valleys and wide, windy sweeps of harvest fields and meadows, and into our bosky dells to waken courteous Echo to give them answer from her mossy couch.

There is, indeed, a power and a culturing beauty in all this which every child may experience if he will; and Arbor Day serves to enforce it upon his thought. Why should not our school children cherish a holiday which brings them into direct sympathy with the sweet companionship of man with nature? Why should they not offer their aid in giving to our school-grounds green lawns over which the wind-stirred trees may scatter gold and porphyry,—where the laughing daffodils may welcome the returning swallows, and glowing clusters of chrysanthemums may soften the cold of Autumn winds with thoughts of summer? Why should they not surround their school home, which they must so soon leave for the harsh toil of business life, with all that can make the memory of it a joy forever?

CHILDREN NOT IN THE SCHOOLS.

The organization of our system of public schools presupposes that the children of the Commonwealth shall receive the benefits thereof, and that no children, if possible, shall grow up in ignorance, or without a good common-school education. The children need this, and the State must also guard itself against the serious perils of ignorance; for, as Gœthe has well said, "Nothing is more terrible than *active* ignorance." Every effort, therefore, should be made to carry out this plain pre-supposition of the school system. At present, however, we have no authorized means of determining the number of children between any ages who are deprived of the benefits of our public schools and of all other opportunities of education. This number may be large or small. If large, the danger is only the greater; if small, it should be promptly reduced to a minimum.

In our judgment, the Legislature should require every district school board to appoint an officer, whose duty it shall be to take a careful census every year of all the children of school age within its jurisdiction; of all who attend the public schools, and private or select schools, and all who attend no school whatever, between the ages of six and eighteen. Upon the basis of such authorized statistics, reported annually to the School Department, we can easily ascertain the number of non-attendants, and open the way for proper legislation in protection of the young, who, at their own peril and that of the State, are growing up in ignorance.

If, in conjunction with this, our superintendents will secure from every school within their jurisdiction a carefully-prepared table showing the number of all pupils attending less than twenty days, all attending from twenty to forty days, and for every additional twenty days throughout the legal school year, we can form some correct conception of the irregularity of attendance, which also demands careful watching. This is an additional argument for that closer supervision and inspection which are so urgently needed.

A WORD TO TEACHERS.

Because various artificial arrangements become necessary in the management of school-work, and well defined courses of study are demanded to render graded schools possible, accompanied as they must be with examinations to condition transitions from one grade to another, teachers need great caution against the danger of making the aim and uses of instruction bend to these arrangements and examination in such way as to injure both themselves and their pupils. Children must be taught to read, for example: but the aim here, upon the part of the teacher, must be something higher than the successful passage of the pupil from one Reader to another through the monotonous text-book march of grade to grade. The end in view is to enable the child clearly to grasp the world of reason that confronts him in the visible forms of his mother-tongue. At some stage of the process, therefore, the mere act of learning to read must pass over into reading for the sake of gathering wisdom from the word-embodied experience and thought of mankind, awakening in such transition a greater thirst for knowledge than the narrowing ambition to pass an examination on pauses, inflections, emphasis, tones, etc., which are but the scaffoldings of expression. These are good in their place, and may require some attention in the process. But the process in no sense is toward them, but toward the substance and grandeur of literature. Schools need well-selected libraries, to which teachers and pupils may have free and frequent access, that the prescribed course of the school, going through six Readers it may be, shall not fetter both alike in the great work begun.

In every elementary study, in fact, the teacher should have a clear vision of the end toward which it moves, and direct the awakening mind of the child thitherward with no uncertain or vacillating step. There must be teleology in teaching. The end must be seen in the beginning, and serve as a directive and inspiring motive throughout the whole advance. To plant a walnut simply as a seed, without reference to what is legitimately involved in its growth and development, is but to stick it at random in the ground, near the building it may be, to thrust its branches against the windows which are to admit light, or at the very edge of the walk, to impede exit and entrance, and endanger its own preservation. To start upon any given course of study without knowing the end toward which it logically directs itself, is to start at random and with unsteady gait. Children demand a proper guidance in this regard. They are not things,—they are living souls. Already in rudimentary form the various sciences are enveloped in them, from the very fact that they have an understanding which may be interfused with an inner rational light, and come under the sway of truth.

The teacher must be able to make full account of this, and in his most primary instruction be sure that he is turning the glance of the pupil toward *knowledge*—toward *truth* a recipient form for which the intellect is—and not toward arranged limitations of grade; that his orienting is not false, and the whole process not cramped and fettered, either by his own too narrow vision or by the necessary machinery of his school. The most advanced and noblest scholar will find that he can take the soft hand of his youngest pupil, and soon realize how eagerly his own slightest onward leading will be followed by the child; for mind delights to marry mind, and science is but the truth of the world in forms of reason, which reason seeks, and without which it can not be satisfied. At times—no one can fix these in way of prescription, for mental regeneration is a mystery only less profound than that of the spirit—at times he will challenge the child's tender eyes, already filled with wonder-mist, to a still higher vision seen as yet in but dim, shadowy outline, as by no legerdemain but with a master's power he removes one fold of the curtain and shows him the glory of the worlds beyond.

The power of the teacher is in his own far seeing, not directed to examinations and transitions from prescribed grade to grade, but to the vast expanse which is involved in the infinite possibilities of the souls with which he has to do. His office in this light is truly great, and its responsibility most solemn. It involves deep reverence for the most advanced scholarship, and an awe-inspiring sense of the destiny of man as transcending all knowledge, and capable at present of being seen but dimly and in enigma.

Tropically, or in way of allegory, we can best express what we mean, allowing each one to interpret from his own standpoint of vision. Across the stream whose rapid waters bar his direct and timid progress, the child must be lifted from stepping-stone to stepping-stone,—then led on through the thick shade of mossy woods, among ferns and cardinal flowers, still moving upward through the tangled and blossomy pathway

where thorns threaten and eglantines sweeten the toil,—then still onward with more reliant step across the wide-spread table-land of meadows made green by the mountain springs where he can find refreshing rest,—then still upward with a greater strength of self-possession to the very summit of the thunder-smitten rock, where before him in vision far outreaching his most ardent expectation he sees with wistful eyes the silvery winding rivers,—the scattered villages along their margins—the mist hovering over the distant valleys that sweep onward until they vanish in storm-haunted hills overarched with glowing amethyst. Anon Hesperus comes leading on his host of stars, Arcturus and his sons, belted Orion, the clustered glory of the Pleiades, and the Swan with outstretched wings sweeping up the Milky Way: and all this, with infinitely more, when thus seen, comes to be for him but this Universe bending in adoration and joining with Cherubim and Seraphim and veiled angels in crying Holy! holy! holy! Lord God Almighty! Heaven and earth are full of the majesty of Thy glory!

This is not the prescribed course of study which confronts the teacher, but it should in his inner sense be made to interfuse it, and give to it its meaning and significance, so that the child while moving under his guidance may feel, however faintly, the worth and dignity of his own soul.

EXTRACTS FROM HIS LETTERS.

Have just come in from a visit with Mr. ——. The sunset was most charming. Such a delicate purple tinge was on the clouds! such a rich golden glow along the horizon, and such a strange sombre green on the forests! When we returned to the Seminary, the moon was shining through the clouds. What a glorious pearly car she rode in! A thousand fancies crowded my brain. A thousand sweet memories awakened in my heart. 'Twere vain to strive to give them utterance in words; yet the feeling most prominent was that of praise to God who made the earth so wondrous fair, and gave us hearts to know Him and its glory. How often in striving to be fit for a better world, we lose sight of the fact that we are not even fit for this! How many passions mar the calmness of our peace! How many things neglected take away the sweet approvals of conscience! How many trespasses turn to discord the precious harmony which ought to reign in our moral nature! "We are as sheep gone astray," but returning, I trust, to the Shepherd and Bishop of our souls. It will not be long before the twilight of our little life will come,—not long before darkness will close in upon *our* earthly career, and our bodies now warm with life will sleep all still below the grass and flowers which some friend will put over our graves. How little before that time shall we be able to do! How poorly prepared for our account and for the abode of blessed spirits! We *must* work while the day lasts, lest we fail in hearing that "Well done, good and faithful servant." Perhaps there is no better field for labor than our own hearts. Certainly we at least can make ourselves more blessed as examples to our friends. Too often in our anxiety to improve others and turn them to Christ and his kingdom, we forget that we require the same anxiety, the same earnest watchfulness, and the same fervent prayers.

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Sunday morning: The sky is covered with clouds and everything betokens rain. "Hath the rain a father?" What a glorious mystery the processes of nature manifest! How evident that the whole order of the natural world has been and is guided by infinite intelligence! How much more are we cared for by God than is the grass which perisheth! Could we but realize this, and *will* to rest in God, obeying His voice as it reaches us in His Church and is ever strengthened by our own reason and conscience, what marvellous beauty would characterize our human life! How calm our own trust, how precious our family life and altars, how free from enmity society, how charming the unselfishness of friendship, and holy the companionship of love! We ourselves have made earth miserable by yielding our allegiance to sin, and only by turning with sad penitent hearts to Christ, the Redeemer, can we ever hope to find rest or peace.

* * * *

Monday passed off quietly for a birthday. A kind Providence, who has given me so many years, commenced this new one with a most lovely day. The sun shone wondrously warm and bright. The insects were glittering in its light. The grass seemed to be springing into verdure. The elms and poplars were in blossom, and a wave of life seemed to be passing over the earth. I think it fortunate that my birthday comes so near the opening spring, when nature is reviving and inspiring us with hopes. I wish you had been here to take a ramble in the woods. You would hardly recognize the

old walk, every part of the scenery is so rapidly changing. The soft purple and azure which you saw not, is now covering the mountain and filling every opening in the hills, and the sunlight puts a golden-green gleam over the wheat-fields that are scattered with such beautiful variety between us and the "Gap." The sombre dullness of the tree branches has given place to an almost sparkling lustre. It would do you good to stand on the hill out the lane near the woods, and mark the changing panorama.—*March 29, 1865.*

* * * *

How much I do wish I could have been with you in the glorious mountains. Nothing so exalts my feelings and enlarges my sympathies as the shadowy valleys and towering hills, and it is a great treat for me to get out into the wild woods, as far beyond gaudy civilization as possible, to refresh myself on the lap of Mother Nature. Then one forgets the littleness of our common life, the transient prejudices, the little puffs of anger, the sharp frost of malice, and above all the low hypocrisies of men, as he gazes into the noble open face of things that greets so congenially every one who walks through the long sweep of mountains and woodlands. When you once smell the fragrance of the pines, and see the nodding fox-gloves, and the waving marshweeds, and the frolic of birds, and a thousand nameless beauties of the country, all thoughts of the strange struggles and contradictions of men fade and vanish, and calm, happy content dwells in the spirit. Is it not so? Hence I love such jaunts as you most beautifully describe, and wish, as I read, that I had been there. We may yet enjoy some jaunt together. I cannot walk as you can; but every mouldering log tempts me to stop and meditate, and I fear you would soon tire of such a companion. The Indian summer is now here, sweet dream of the months that have fled, hazy, warm, and unspeakably charming. I have but few moments to spare in enjoying it in any field-walks, but in spirit I am traversing the hillside almost every hour.

* * * *

They expect an oration from me peculiarly classical and literary—every production that I have given them thus far from the stage has naturally been moulded in this cast. In this they will be entirely disappointed, for I continually hear a voice within me saying, "Go to *teach* by your oration rather than to *please*." I am compelled by my conscience to choose a theological subject, and such I have chosen—at once the deepest in theology and the most vital in reference to practical piety—"The relation of the Church to the Incarnation in the Creed." I shall treat the subject in a purely scientific and philosophic way. My piece will be burdened with thought without any regard to embellishment or ornament, and without the least regard to the prevailing theological dogmas of Puritanism. I shall present the Church as she is, the glorious living body of the Redeemer. I shall present the Incarnation as it is,—the great mystery, the central sacrament of the universe.—*June 12, 1852, having reference to Master's Oration at University of Vermont.*

* * * *

It may be true, as you say, that there is but little opportunity of enjoying a delightful and instructive religious conversation in ordinary society; but still, aside from the solid peace of reflection, bending back into the interior of our own being, there is the fellow-citizenship of the saints, which affords each one of us a large field for precious communion. I mean by the saints not simply the living, but the long catalogue of God's servants from Abel to the present hour. Is it not delightful to feel that before the eye of our faith there is such a vast cloud of witnesses, and that, although we may not open our hearts to them in prayer, we can still feel their sympathy as we bow in adoration before their and our Redeemer? We live not by sight as Christians, and we must feel that our faith really brings us into the household of God, whatever may be our earthly surroundings, so that even if we are alone we yet enjoy the "Communion of Saints." Fixed upon the foundation of the prophets and apostles, can we not in reality walk and commune with them if we walk by faith and not by sight?

* * * *

The order of the week thus far, now interrupted by the rain which is falling rapidly, has been gardening. The potatoes and onions and parsnips and peas and lettuce are in the ground,—bravo!—and now every morning you may imagine me leisurely limping (my knee is not well yet) through the garden, lynx-eyed to see the least evidence of germination. How delightful to watch with affection the mysterious operations of nature—to see with what charming confidence the little seed in its hidden laboratory transforms the crude material into forms and colors as beautiful as they are regular, never failing and never fatigued, never at a loss and never dissatisfied. "Behold the lilies of the field; they toil not neither do they

spin, *yet* Solomon in all his glory was not arrayed like one of these."

Yet, after all, how much more mysterious and glorious are the operations of our moral nature, where in consciousness we grasp the whole process, where in will we determine, creating amidst the created and creative, with a heart glowing with promise and self-inspiring love, *knowing* that the Lord is our Shepherd, and that our mission is such as to involve the very highest revelation of the Divine. Thus continually, as I walk the garden, do I sermonize, and every newly-growing weed or plant jots down the divisions of some homily.

* * * *

What precious gifts are these little children that God giveth us—sometimes, I fear, binding our hearts too much to earth, when they should, however, draw them still nearer to God; and when taken away, forcing from us too often, I fear, an agonizing murmur instead of leading us to that difficult yet blessed resignation: God giveth, and taketh away; blessed be the name of the Lord.

* * * *

Should you, as I most anxiously hope, come north this spring, I assure you that we shall enjoy many evenings in talking and reading upon the subject of our faith, which is at once the most instructive and dearest to the heart. I wish I could read with you the delightful letters of the Martyr Cyprian, glowing as they are with the most devoted piety, and filled with the true contents of Christian experience. It is not through pedantry that I mention these things, but simply because from such sources I gain that solid refreshment which I need, and which here and from the Word of God is ever at hand. You may not be aware how, in the case of a theological student like myself, a felt sympathy with the faith of past ages sends a warm sunshine through the whole soul; but it is so, and in thus truly entering into the whole progress of the Church I feel more and more the "fellowship of that mystery" which made the heroic apostle willing, in the midst of all trials, to bow the knee in joyful adoration. Think of the truth that you have come to "Mount Zion and to the City of God," and in the presence of such thought move onward toward that inheritance which is "incorruptible and fadeth not away."

* * * *

God's providences are mysterious, and not one of us knows what calling of life is best for us, temporally or spiritually. What a varying life I have had, and how little after my choice or election! When I look back upon it, I can see that I had no controlling power over it. But God has been merciful and kind, and I ought to be filled with unfeigned gratitude—and I am..

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, NOVEMBER, 1890.

Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'." *Scotch Farmer.*

WE cannot live our children's lives for them; we cannot bear their burdens or sorrows, do their work, or achieve their reward. All we can do, says Helen E. Starrett, in *The Forum*, to help them is to seek by every means in our power to provide for the fullest and freest development of all their natural powers and faculties. We can help to remove or to change fettering conditions. We can teach them to trust and to revere their own higher instincts and aspirations; and we shall find that, in following these, they will become conscious of their own individual relation to that divine creative Power which works in and through them, and of which their work and achievements are but forms of manifestation. Coming to this consciousness, they will have found a centre of peace, a source of power from which they can draw for themselves strength and wisdom to perform the work they are inspired to do. In their alliance with that infinite Strength, and in their freedom to follow all their higher inspirations and to achieve all the possibilities of their lives, we shall find the solution, and the only solution, of the problem of the future of our daughters.

ONE of the most inspiring and helpful of lecturers and instructors upon the Institute platform is Miss Lelia E. Patridge, of Reading, Pa. She has done excellent work in the past, has of late been addressing Institutes in New Jersey and Maryland, and the day of her usefulness has not yet reached high noon in Pennsylvania. There should always be a strong, good woman among the Institute instructors in every county, and we know of none better for this work than Miss Patridge, one of whose very best endorse-

ments is found in the fact that she seldom goes into a county for such work that she is not recalled for a second season. We think of this, and make mention of it, in connection with a contribution—just received—of ten dollars from her generous hand to the Dr. Higbee Memorial Fund, which is sent as a practical woman's expression of grateful regard for the memory of this good man now with God. Words do not cost much, but a donation like this, at a time like this, is both significant and important. The hearty thanks of the Memorial Committee are returned to Miss Patridge for her very generous contribution. We shall be glad to hear in like manner from any and all others who are interested in this movement, and are disposed to give it their aid and encouragement.

GROWTH OF OUR SYSTEM.

THE building up of our comprehensive public school system has been a prolonged development, sometimes fluctuating, sometimes apparently stationary, but fortunately never going backward. Its first period of gradual extension over the Commonwealth from small beginnings, and the patient efforts of school officers and teachers and friends of education to bring about this steadfast result, reminds us sometimes of the little existences we read of far down in the coral depths of the sea, which, by their own unwitnessed toil and slow accretions from the element around them, in the lapse of years, perhaps of centuries, gradually build up their own colossal monument. Steadily they build, and with unwearied patience, until at length, reefs and islands and ultimately a continent, appear upon the bosom of the waves, anchored in their depths for eternity, and proof against all influences, however subtle, that might seek to undermine, or the wildest storms that might beat against to overthrow them. And the rapidity of its development at a subsequent stage of its existence, when new and more ample powers were conferred, and new resources and agencies created to energize its operations and expand its capabilities, reminds us again of the clouds of mid-summer, that lift themselves so luminous and large into the heavens, visibly growing before the eye of the spectator—not built up by mechanical agencies of artificial material, but drawing their varied and vast resources from the atmosphere beneath, on which they rest, and thus expanding upward and outward, evolving fold after fold with boundless prodigality until the snowy masses seem to pillar the skies—a school system as pure in its purposes as those same Alpine crests, and as beneficent in its results as the refreshing showers which they send down to bless and fertilize the thirsting earth; but unlike those fleecy, fleeting clouds, as deep-seated and enduring as the everlasting hills.

MONUMENT TO DR. BURROWES.

LET US SO IMPROVE OUR GOLDEN OPPORTUNITY, AND THIS WORK MAY AT LAST BE DONE.

IT is borne in upon us with a weight of conviction we do not care to resist that now, also, is the time to carry out the project, suggested so long ago, of a monument over the unmarked grave of Dr. Thomas H. Burrowes. He lies buried in the old churchyard of the St. James' Episcopal Church of Lancaster, in the very heart of the city, his grave being within a few feet of one of the most frequented streets, where a fitting monument would for hundreds of years tell the passer-by of him to whose honor it was reared, and what his great service to the Commonwealth. This is one of the oldest and most substantial parishes in the State, and here Dr. Burrowes was for many years a vestryman. Let us improve this golden opportunity to associate his memory for centuries with this place in a way that would have been most gratifying to himself. It can be very easily done, if done at once; and in such manner that those who aid in this good work would at the same time be making themselves better teachers and their schools better schools.

A copy of the memorial portrait of Dr. Higbee for the school, and of the memorial volume, comprising 160 pages, for the teacher, will be sent through the hands of the County Superintendent, or at his direction, to every school in which the contribution is sufficient to warrant this. These may also be ordered by teachers at the County Institute, or through the Superintendent, at the rate of fifty (50) cents for the memorial volume, and seventy five (75) cents for the memorial portrait, or one dollar for both volume and portrait when ordered together. All money received for the memorial volume or portrait goes into the memorial fund, and the committee would be very glad if the amount realized by New Year's Day, 1891, were such as to enable them not only to complete the great work they have in hand, but also to erect a suitable monument

over the grave of Dr. Burrowes. His funeral took place March 1st, 1871, and the twentieth anniversary of that day, March 1st, 1891, might well be celebrated by the dedication, if possible, of a monument of granite to his memory. He gave nearly thirty-five of the best years of his vigorous life to the organization and development of our Common School System—almost wholly a labor of love; he wrote the bill under which our system of State Normal Schools has been organized; and he sunk his entire private estate of nearly twenty thousand dollars in the work of organizing the Soldiers' Orphan Schools. Let us seize upon this opportunity of doing honor to his memory. It can be done so easily! Superintendents and Teachers and Directors need only to encourage the ornamentation of their school rooms by hanging on their walls these fine memorial portraits, and placing on the desk which occupies the platform this remarkable memorial volume—and a monument will rise to Dr. Burrowes, who for a third of a century was the Nestor of our educational councils, along with that which is assured to Dr. Higbee. Each of these great public benefactors is now recognized as the man "called" for his time; neither of them would or could have done the work of the other. Let us again show to the world, *and to ourselves*, that our benefactors are not forgotten—that "Republics are not ungrateful." Honor the Educator! if you would have him continue to grow in the public esteem—if, indeed, you would have the State itself grow more worthy of being honored.

In reply to a letter on this subject, Ex-State Superintendent Hickok writes: "I hope that your Memorial Committee can also erect a monument at Dr. Burrowes' grave. He filled a larger space in the public mind from forty to fifty years ago, in connection with our Common School System, than any man since his day. His connection with the Soldiers' Orphan Schools, which he organized, was financially a calamitous failure for himself. But his great pioneer work ought not to be forgotten by the Commonwealth of Pennsylvania." We are, all of us, under obligation of gratitude to Dr. Burrowes. Shall we now—at last—do him this high honor?

We would suggest further, that the project for the erection of a General Educational Monument upon the Capitol Grounds at Harrisburg, be encouraged by resolution of County Institutes in all parts of the State. This measure has already been discussed at different 'times in the Pennsylvania State Teacher's Association; favorable reports have been made upon it by those to whom the project has been referred; and nearly twenty years ago a large Committee was appointed to see that the matter proposed be carried out —but nothing further has yet been done.

From *The School Journal* for April, 1871, we take the following paragraphs of interest in this connection:

"In addition to resolutions expressing their sense of the value of the services rendered by Dr. Burrowes to the cause of education, and the deep regret felt by them on account of his death, the teachers of Pittsburgh, on the motion of Mr. Andrew Burtt, adopted the following:

"*Whereas*, Some tribute of respect is due to the memory of Hon. Thomas H. Burrowes and Hon. Thaddeus Stevens, and other eminent statesmen, for their self sacrificing efforts which produced and upheld our Common Schools against all opposition, until their present highly efficient condition was the result; therefore

Resolved, That we request the State Superintendent of Common Schools to take measures for having a suitable monument erected to their memory by the teachers and pupils of the Common Schools of the State; and we suggest that for this purpose each teacher be invited to contribute one dollar and each pupil one dime annually until the requisite funds are obtained.

"The Allegheny Board of Control has handsomely seconded this movement, by passing unanimously the following resolutions:

"*Resolved*, That the citizens of this Commonwealth will ever keep in grateful remembrance the philanthropic services of the late Hon. Thomas H. Burrowes and his co-laborer, the late Hon. Thaddeus Stevens, in inaugurating our noble system of free schools.

"*Resolved*, That the project, originated in our sister city of Pittsburgh, of erecting a monument to the memory of these gentlemen, through the contributions of the teachers and children of the State, aided by the friends of education, meets our hearty approval."

The following in reference to a general educational monument is from the September No., 1872, of *The School Journal*.

"Prof. J. P. Wickersham, chairman of the Committee on the Erection of a Monument on the Capitol grounds at Harrisburg to commemorate the services of distinguished public educators, submitted a report (from which these paragraphs are taken):

"The committee appointed 'to devise a plan for the erection of a suitable monument in the Capitol grounds at Harrisburg, to commemorate the services of the chief founders and most distinguished promoters of our Common School system,' beg leave respectfully to report that, as a preliminary step, in the matter they pre-

pared and had passed by the Legislature the following act securing a proper place in the Capitol grounds upon which to erect the Monument:

AN ACT

To authorize the Commissioners of the Public Buildings and Grounds to select a site in the grounds of the State Capitol for a monument to be erected by the Pennsylvania State Teachers' Association, in memory of the chief founders and promoters of the common school system of Pennsylvania.

"SEC. 1.—Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania, in General Assembly met, and it is hereby enacted by the authority of the same, That the Commissioners of the Public Buildings and Grounds are hereby authorized and required to select and appropriate a suitable piece of ground, in the public grounds of the State Capitol, for a site for a Monument to be erected by the Pennsylvania State Teachers' Association, or other persons acting therewith, to the memory of the chief founders and most distinguished promoters of the common school system of Pennsylvania."

This law enacted nearly twenty years ago is upon the statute book. No further legislation is needed. Let us finish the work. "A long pull, a strong pull, and a pull all together"—and it is done! The State will be honored and the cause of education throughout the Commonwealth will be the stronger because of it. Shall we go at it, and complete the good work so auspiciously begun almost a generation ago? The best hour the clock ever strikes is *Now!*

AN ADVANCED COURSE.

THE *Christian Union* is always interested in educational work, and the following account of a novel and important step in the education of educators is worthy special attention: Dr. G. Stanley Hall, President of Clark University, Worcester, Mass., will begin in October and continue until June a one year's course in the history and principles of education. He will be assisted in this work by Dr. William H. Burnham, who has spent some time in Europe studying special problems connected with educational work, and who succeeded Dr. Hall at Johns Hopkins University when he relinquished this department to take up the new work at Worcester. The methods will consist of lectures, general and individual conferences, special lines of reading, and a great deal of suggestive and *inspiring* work. The course itself will be divided as follows: 1. General History of Educational Ideas and Institutions in Antiquity. 2. General History of Educational Ideas and Institutions during the Middle Ages, and down to the Early Decades of the Present Century. 3. Under this head attention will be given to Contemporary Educational Institutions, and a good part of the year will be spent in this field. The educational system in Germany will be extensively considered, and each class of institutions, from the kindergarten to the university, will be described. The features taken up will include legislation, administration, financial methods, supervision of buildings, curricula, training, testing, and examination of teachers, methods of instruction in the leading subjects, and whatever else may come in the way of educational service. In the same way the French, Italian, Scandinavian, Russian, British, and American educational institutions will be treated, and along with these will be taken up such topics as the constitution of universities, with historical sketches and descriptions of typical institutions, both European and American; the relations of government to science, learned associations and academies, professional and technical instruction, and the like. 4. Under this division the philosophical conclusions and practical applications of the survey will be entered upon, and the end, direction, and methods of education will be considered with special reference to the needs and problems of our own country. This is the outline of the work. It is intended for those who desire to qualify themselves for professors of education in colleges or normal schools, and for superintendents, principals, and other special positions in educational fields. The work is not new in Germany, where the history of education is constantly taught; but it is new in this country, and its successful introduction will mark an era in our educational development.

THE PORTRAIT OF DR. HIGBEE.

DURABLE AND HANDSOME FRAMES.

THESE pictures should be framed without delay, and a contribution for this purpose might be made by the school or among some of its more liberal patrons. But it would be much better if they were framed in handsome variety by the School Board of the District, and put into the schools as the property of the district. They are much more valuable than ordinary school apparatus; and, when the matter of the cost of the frames is considered, it may be remembered that Dr. Higbee had the State appro-

propriation to the district doubled, or nearly so, and it can therefore readily afford some small outlay in grateful recognition of this fact—though this is a but a small part of the benefit his administration has conferred upon the schools of the State.

Arrangements have been made with the Art Department of John Wanamaker's store, corner 13th and Market streets, Philadelphia, to frame pictures for those who desire it, in case satisfactory local arrangements either as to style or price cannot readily be made. The accompanying list gives description and prices of several varieties of frames which have been carefully selected after visiting different framing establishments in New York and Philadelphia. Prices are believed to be from one-fourth to one-third under regular rates. The best quality of glass is used, and the picture framed perfectly flat by a peculiar process. They may be ordered by simply giving the number of the frame or frames selected. They are all durable, and will look well and preserve the portrait as an ornament on the wall for generations.

No. 801—Dark Shaded Oak Frames, 3 inches wide, patent bronze inside $1.75
No. 802—Gold Bronze Frame, 1½ inch, oval; inside oak lining 2.50
No. 808—Dark shaded Oak Frame, three inches wide, with imitation bamboo outside and gold bronze rope inside . . . 2.75
No. 810—Fine polished Oak Frame, three inches wide, with 1½ inch gold bronze outside, gold bronze rope inside . . . 5.00

The above are the prices without the picture. If you do not have it, add one dollar for the memorial portrait (the memorial volume goes with it), or one dollar and a half in cloth binding. Teachers singly or sending their orders together, or the school board of the district, can have these portraits framed without the least trouble to any one, and with the certainty of getting, at a low price, precisely what they order; and the Board of Directors of a district can do a most excellent thing for the teachers and pupils in their care by framing the portraits in attractive style for all their schools. The school will mean more because of this small outlay than it has ever meant before. We would suggest that, for the schools of a district, a variety of frames be selected. No charge is made for boxing the frames, whether singly or in large number. The framing of the portraits contributes nothing to the Fund, which is made up only from contributions and from the sale of the memorial volume and memorial portrait.

If local arrangements cannot readily be made, and the above frames are regarded too high in price, *The Journal* will do what it can to oblige teachers, directors and superintendents, though we do not solicit or desire orders. We have made arrangements with a framing establishment in Lancaster, to fill any orders in lots of a half dozen or more frames, handsome and durable, and in attractive variety of styles, at a price not to exceed two dollars each, or including picture ready framed for hanging (with memorial volume with each) at three dollars each. We would prefer, however, that frames, singly or in lots, should be ordered from John Wanamaker's Art Department in Philadelphia.

WORK YET TO BE DONE.

IN discussing from time to time the practical workings of our common school system, generalizations are not applicable to all parts of it alike. Under the wide divergence in local circumstances, conditions, antecedents, and ideals, what may be applicable in one district or county would often be wholly inapplicable and perhaps unjust in many other localities. So that in all cases our readers will have to appropriate whatever might be suitable for their own region and surroundings, and pass over whatever might have no practical bearing on the situation as they understand it. Let them always remember, however, that there are portions of the State to which suggestions made do apply. With over twenty-three hundred school districts, city, borough, rural, and independent, all linked together under one general organization, like the States under the Federal Union,

> Distinct as the waves but one as the sea,

with wide differences in soil, climate, available resources and diversity of population, all to be moulded and fused into harmony of action upon a common basis and for a uniform purpose, the marvel is that the Legislature in its wisdom succeeded at last in creating a uniform system at all. With the Friends in the south-east, the New-England element in the northern counties, the Germans in the middle, and English, Scotch-Irish, Welsh, and other nationalities pretty well distributed generally, with their different habits, antecedents, traditions, modes of thought, and principles of action, it has been no easy task to put them into working harness under one comprehensive and uniform organization, with the same

general methods of procedure. But this at first most difficult, and, at times, almost hopeless task has in the lapse of time been so far accomplished that there is no longer any warfare against the form of the organic structure itself, and the only questions have reference to the development of the school life within and under that organization in the different localities to which it applies.

This success is owing first to the flexible character of the organization itself, which ensures smooth and successful operation wherever its powers are applied; and, second, that it has become so settled in the habits and convictions of our people that opposition and dissent from the requirements of that organization have long since died away, and what was once obnoxious and condemned is now a matter of pride and satisfaction. The progress made in all these arduous transition years has, of course, been unequal because of the difference in local circumstances, resources, and public sentiment; and so while the organization is uniform, the developments under it are so diversified and unequal that it is impossible to speak of them in general terms that shall be uniformly applicable.

The school district is the unit of operations, and in endeavoring to discriminate so that no injustice may be done, the only way seems to be to classify these local organizations so as fittingly to exhibit the progress made, or yet needed to be made if the schools are to answer their purpose and realize the legislative intention in creating them. The first and most conspicuous general classification would naturally include the boroughs and cities on one side, and the rural districts on the other. The greatest progress and the most liberal and enlightened school policy would naturally be found in the organized centres of populations. For that reason we should expect to find, and in fact do find, in those districts a higher and more predominant educational sentiment, which demands and secures longer school terms, better school facilities, and as a necessary consequence better teaching; whilst in the rural districts with their widely scattered population, shorter terms and lighter taxes are often considered of more importance than good teaching and efficient elementary training. One effect of this difference in policy was seen in former years in the multitude of special acts passed before the adoption of the new constitution, attaching individual farms to the adjoining borough for school purposes, to enable the proprietor or tenant to get better schooling for his children, and more of it, although at a much heavier expense.

In the matter of supervision, for instance, the field naturally divides itself into the same classification—the Borough and City Superintendents on the one hand, and the County Superintendents on the other; the duties of the former being more purely professional and confined mainly to the technical work of instruction in the schools, whilst the latter with a much wider and more arduous territorial jurisdiction, are charged as men of affairs with a more extended range of duty and responsibility in the obligatory task, delicate and difficult, of educating and moulding public sentiment as a conditional precedent to the building up of good schools. In our suggestions to Superintendents in a recent number of *The Journal*, we had more particularly in view the functions, and what might be called the extraneous and auxiliary duties of County Superintendents, which are not specified by name in the law, but which are inherent in the nature of the office itself, and the peculiarities of the field to be cultivated. The public sentiment and educational policy in the cities and boroughs, being in the main normal and satisfactory, sometimes highly so, and moving forward with steady and sustained growth to a still higher plane of usefulness under intelligent and efficient supervision, we need not give ourselves much concern at present about their future, but can rest content in the conscious assurance that, as a general thing, "all is well."

An immense work has been done in the last thirty-six years in educating public sentiment in the country districts, and in some of them progress has been made and results achieved of which local school officers may well be proud, and that greatly add to the reputation and welfare of the Commonwealth. But, taking the State at large, a great work yet remains to be done, that still challenges the best efforts of the best and ablest men that could be commissioned as County Superintendents, and it is to this we invite attention.

Looking through the last annual volume of county reports, and confining our attention entirely to defects yet to be remedied, we find that in one county good teachers continued scarce because directors paid equal salaries to good, bad, and indifferent teachers; scholarship and ability to teach seldom count; a State Normal certificate commanding no more respect than a low-grade provisional, and a teacher without experi-

ence and with no interest in the work except the pay to be had for a winter's teaching, having just as good a chance of employment as experienced teachers of higher qualifications; and good teachers leaving every year for other counties where longer terms and higher wages prevail. In another county we read that public sentiment is a barrier in the way of improved methods of teaching, and teaching is mostly done by those who merely look to it as a stepping-stone to some other business. Another report states that a graded course of study for the country schools is greatly needed to give teachers a more definite idea of what is required of them. Another laments the great lack of uniformity in text-books, many of those in use being unsuitable for the purpose. Another complains that the external and internal condition of the school-houses is very unsatisfactory and that they are greatly deficient in supplies. Another announces the scarcity of trees on the school grounds; and that in many country districts teacher's salaries have been gradually reduced until they are now so low that it is almost impossible to get good teachers. Another states that some School Boards do not meet from the time they elect teachers until they assemble when the schools close to make the annual settlement, leaving the schools to take care of themselves as best they may, without visits from directors; payment of teachers being left to the Secretary. Also that there is a confusion of text-books which is very objectionable. Another reports teachers who get poor pay, give poor work in return, and do not deserve the little they do get.

And so this general drift of testimony in one shape or another comes to the surface in about twenty or more of the county reports, indicating the great extent of territory in which these radical and deplorable defects still exist in the administration of the schools. It will be seen in most of these cases that the main trouble lies back of the schools, in sluggish or prejudiced public sentiment; and that much of persistent and well-directed effort is yet required to bring it into line with the enlightened and most gratifying progress reported from other counties. Where rests the responsibility for this backward condition of things can be plainly seen from the fact that Directors are clothed by law with almost plenary power to make the schools whatever they please, from the highest grade of excellence to the lowest standard of inferiority. But reading between the lines, the reports sometimes show that the Superintendent is himself primarily responsible for some of the shortcomings which he laments, and should be sharply held to that responsibility before visiting censure upon the Directors. When the act of 1854 relieved School Directors from the duty of examining teachers, because of lax practices and unsatisfactory results, it was never intended to legalize the same careless inefficiency on the part of a new examiner with the title of Superintendent. It was intended and expected that there would be a radical and resolute reform in that particular, leaving to Directors only the privilege of selecting teachers from amongst those who had been carefully examined and duly certified by a commissioned expert in the art of teaching, whose own qualifications are fixed by law, and who is sworn to perform his official duties with fidelity.

And whilst endeavoring on the one hand with discreet, judicious, and impressive effort to influence public sentiment in favor of a sound policy and progressive educational methods, it is equally plain on the other hand that the Superintendent should fearlessly and firmly exercise the full *power* with which the law has clothed him to protect the schools and elevate the standard of instruction in them by refusing to certify those who are incompetent and inefficient. Attempted "influence," merely, may be well enough in its way so far as it goes, but "influence," as Washington well said on one occasion, "is not government, and government is power, and that power is to be exerted when the occasion calls for it."

The County Superintendent is a government officer, just as much so as the School Director, and cannot neglect or shrink from any duty without a betrayal of trust that degrades the office and neutralizes its functions and authority. The county superintendency is to-day, more than ever, an office of great labor and grave responsibility, in its personality calling for the highest qualities of manhood as well as trained skill and intelligence as an expert; and if its best efforts and authority and influence shall be exerted in good faith during the coming three years, it cannot be possible but that the common schools in backward districts will be relieved from the incubus and pest of worthless teachers, who are to be barred out by the positive hand of the law, no matter what Directors or people may think of it.

The schools, in far too many instances, have been marshaled much too long under

the flag of legalized inferiority. It is high time that a halt be called and incompetents drummed out of camp, leaving to Directors only the privilege of employing better teachers or postponing the opening of the schools until they can get them. To that complexion it must come at last, and the sooner it is understood the better it will be, for the *children in the schools* and for the reputation of the Commonwealth.

In the future as in the past, education must come from above, and not from below; from the educated intelligence of the community, not from its illiterate and blind parsimony. Our school laws were framed upon that principle, and so wisely framed that when their provisions are carried out in good faith, in letter and in spirit, they have never failed of success. But it all depends upon how they are administered. The large annual appropriations leave no excuse for mismanagement on the pretext of enforced economy.

TWELFTH ARBOR DAY.

THE observance of the Autumn School Arbor Day on Friday, October 24th, resulted in the planting of many trees, and in again directing the thought of the schools all over the State to this matter of vital importance. Of all days of special observance this is perhaps the most attractive, and may be made to result in the most good not only to individuals but to the community and to the State at large.

The day at the Lancaster High School was one much enjoyed by all who were present. The study hall of the school looked fresh and beautiful, with so many happy faces and all the attractions of foliage and flowering plants. The musical programme, both vocal and instrumental, was delightful. The formal address was by Rev. Montgomery R. Hooper, head master of Yeates Institute of Lancaster. The school planted about one hundred and fifty trees. The following is the programme of exercises.

Reading and Prayer, Rev. Geo. E. Mull.
Chorus—On the Fount of Life Eternal (Goudimel).
Chorus—The Water Into Wine (Higbee).
Instrumental—Overture "Resource," (Mohr) High School Orchestra.
Chorus—White Blossoms (Levey).
Chorus—Gentle Annie (Foster).
Violin Solo—Fantasie, from "Rigoletto," (Verdi) Clarence D. Royer.
The Forest and Its Functions, by Rev. Montgomery R. Hooper, head master Yeates Institute, Lancaster, Pa.
Chorus—Come, Haste Away (Neapolitan).
Chorus—The Dawn of Day (Reay).
Chorus—The Mountain Bugle (Hewitt).
Reading—Official Arbor Day Order, by Fred. J. Rieker. Dr. D. J. Waller, Jr., State Superintendent Public Instruction
Reading—The Observance of Arbor Day, Mary E. Cochran. Dr. E. E. Higbee, Arbor Day Superintendent.
Duet—(Violins) "Sounds From Home" (Gungl), Prof. Carl Thorbahn and Clarence D. Royer.
Chorus—(Girls) "Oh! Wert Thou in the Cauld Blast" (Mendelssohn).
Chorus—Because He Loved You So (Dempster). In memory of State Superintendent Higbee.
Instrumental — Overture, "Heyday" (Heinrich), High School Orchestra.
Chorus—It is Better to Laugh than be Sighing (Donizetti).
Chorus—Hark! I Hear an Angel Sing (Baker).
Doxology—Praise God from Whom All Blessings Flow.
Chorus singing by the schools under the direction of Prof. Carl Matz, instructor in vocal music in the High Schools.

High School Orchestra—First violins, C. D. Royer, F. C. Sweeton, Donald G. McCaskey, John D. Pyott, John Denues, Stewart Thorbahn; second violins, W. J. Gruger, Wm. H. Heitshu, J. W. Byrne and Wm. P. Cochran; violoncello, E. Goodell; piano, Fannie Thorbahn; flute, John L. Frantz; clarionet, Thos. Thorbahn; trombones, R. S. Oster, Wm. O. Groff; drum, George W. Leonard; instructor and leader, Prof. Carl Thorbahn.

The following is the address of Rev. Mr. Hooper upon

THE FOREST AND ITS FUNCTIONS.

If one were to ask of what use the woods are, the answer given by most people would be to the effect that the chief use of the forests is to supply firewood and timber, and if the question were pressed as to any further benefits the forest conveys to man, most would be put to their wits' end to think of any. To the much-vaunted practical man, who claims and mostly receives credit for the ability to "git thar," and who despises theory as fit only for pedants and fools—to him the only thoughts suggested by a stretch of woodland are, how many cords of wood and sticks of timber it will cut per acre, and how much money he can get out of it. He little knows, and cares less, that he may be disturbing the equilibrium of nature, modifying the seasons, redistributing the rainfall, drying up the springs that fertilize the valleys, and robbing the hillsides of their soil.

Yet the functions of the forest are not all of them deeply hidden to the observers; and history—meaning by history not the story of dynasties, and battles and sieges, but the story of the progress or the retrogression of the happiness or the misery of men—history, I say, enables us to understand clearly what good the forests do, because it records for us now and then the ills that happen from the destruction of forests.

I will, then, state to you some of the things that forests do, stating them not on my own authority, but upon the authority of world-known students of these matters.

1. And first of all the forest has an influence upon climate.

You will easily see that a belt of woods growing to the windward of a field will be a sensible protection against the winds. Every woodsman, every boy even, who is familiar with the woods, has noticed that in the thick forest the wind scarcely blows. One hears the storm raging in the tree tops above him; but the air beneath is little disturbed, and the effect of a belt of woodland is the same in kind as that of a wall of equal height.

The province of Bergamo, north of Milan, in Italy, is a case in point. In the time of Napo-

leon the exclusion of English iron from France and her dependencies occasioned a great demand for Italian iron. The furnaces in the valleys of Bergamo were stimulated to the greatest activity. The ordinary production of charcoal not proving sufficient, the forests were felled *en masse*. At Piazzatorre there was such devastation of the woods and such a consequent increased severity of climate that Indian corn would no longer ripen. Since that time an association, formed for the purpose, has succeeded in effecting the replanting of the forests, and now that the trees again afford protection, corn again flourishes in Piazzatorre. (Marsh, p. 162.)

Fifty years ago the bank of the Scheldt, opposite Antwerp, was a vast desert of sand, utterly barren. Now a spectator, placed on the bell tower of the cathedral, sees there a forest, as he thinks, but if he enters the supposed forest he finds only a system of rows of trees. These plantations ward off the winds and the barren sands are transformed into fertile fields.

In parts of Europe—as in parts of Sweden, Italy, France and Switzerland—the spring is now about two weeks later than it was a century ago, and the physicists of those countries believe that the lateness of the spring and the occurrence of unseasonable frosts are due to the destruction of the forests that formerly shielded those districts from the northerly winds.

2. It is found in the second place that in well-wooded countries the rains are more frequent and gentle; while as the woods are removed the rains become more infrequent and more violent. It is also observed that hail storms occur oftener and are more destructive. In southern France, northern Italy and Switzerland companies insuring against hail are as common as fire insurance companies amongst us; and I may add they are quite as necessary. As to the necessity you may judge when I tell you that a single one of these companies stated in its public notices in 1882, that it had paid out for damage by hail during the three preceeding years a sum equal to over a million and a half of our currency.

Do we not notice the same things in our own country? The rains are more rare and more violent than formerly with us, and we too have companies to insure the tobacco crops against damage by hail. How long will it be before it will be found necessary to insure also the other crops and even the cattle?

3. In the third place, forests act as maintainers of springs and streams, and as regulators of their flow. In the virgin forest—though not in the artificial forest, unless domestic animals are shut out, all domestic animals, except pigs, are destructive to forests, because they destroy the young trees as they spring up, but of all these animals the sheep, and especially the goats, are the most destructive: forests become impossible where goats abound, and it is the opinion of some travelers that great parts of the Sahara would become wooded if the goat and the camel could be excluded from it. In the virgin forest, then I repeat, the ground beneath the trees is like a sponge into which the foot sinks ankle deep. The dead leaves, the mosses, the fallen and decaying twigs, above all the thickly matted roots, convert the ground into a spongy mass which quickly absorbs and long retains the falling rain. The roots of the trees enable the water to penetrate deep. In the shade of the forest there is little surface evaporation. And as a consequence of these physical features the water runs off much more slowly. Rains that in a woodless country would produce destructive floods, suffice in wooded countries only to cause a moderate and harmless rise in the streams. The rain is stored up, as it were, in a natural reservoir and given out slowly to the expectant springs and streams, thus enabling them to maintain a constant flow even during the heat of summer.

All this beneficent action is done away with when the woodman comes with his axe. Then the rain as it falls runs off at once, sometimes causing disastrous inundations; but in a few days the country is as dry as before and no trace of the storm can be seen except it may be in the ruin it has wrought. Moreover, as a second result of the destruction of the forest, the springs begin to fail and finally for the most part cease to flow, and of course the streams become smaller and in the hot months they show no surface flow—one may pass over their beds in many places dry-shod—seeing no water, and teading upon dry shingle composed of the pebbles and sand that used to be covered with water. I am sure that many here can recall instances of this fact. I certainly know of several streams that 30 or 40 years ago flowed all the year round in full stream, dashing noisily over the rocks in their beds—full of life and music, haunts of fish and water fowl, skirted with vendure of grass, with rushes, with willowy banks, winding their life-giving way through the wooded glades; now that the woods have gone, one searches in vain through the barren and parched fields for the stream that delighted his boyhood. He finds instead, if it be summer time, the dry bed of a torrent, and if it be spring or winter a muddy flood carrying with it in its blasting and ill-omened course the more fertile and valuable parts of the soil through which it flows.

The well-established fact that rains are less frequent is pregnant with possibilities of disaster. Less frequent rains may mean long continued and killing droughts. And often drought is just what occurs. In Somerset county, New Jersey, when I was a boy, droughts were practically unknown, and certainly not dreaded by the farmer; but since the woods have been extensively cleared off drought has become a frequent thing, and to-day Indian corn is considered there a very uncertain crop. As a consequence farm lands have greatly depreciated in value, and I know of some once considered valuable would now be, in my opinion, a bad investment at any price above five dollars an acre.

4. The fourth function of the woods, in my estimation, is the protection of the soil from the denuding action of the rains. This protection is especially important on the hills and on sloping ground. The soil of the forests even on

steep hillsides is not washed away by the rains. The thick mat of leaves, twigs, mosses, undergrowth, roots, holds the soil together, and prevents the rain from washing it away.

Look, now, what happens when the forest is removed. You can see for yourselves in every drive you take, in every railway journey you can see, that is, if your eyes are trained to see. You can see hillsides almost bare of soil—where scarcely anything will grow. You can see too, if you look at the streams after a heavy rain. The water is loaded with mud, and this mud is unfortunately the part of the soil that is most valuable. Lancaster county is being slowly stripped of its fertile soil. Here in this county the lapse of time is not yet great enough to show startling results. But in the old country—in Italy, in Spain, in Portugal, in Eastern France—the results, the appalling results, force themselves upon the notice of the most careless observer; and most of the countries of Europe have been obliged by the instinct of self-preservation to take measures to prevent the destruction of the forests, and to repair the damage that has been caused by the recklessness of man.

As an instance of the waste of soil caused by rivers after the forests have been destroyed, take the river Po, the Padus of the Romans.

We have fortunately good testimony to the former beneficent character of the Po. Pliny the naturalist says, (Nat. Hist. Book III., ¶ 20), that the Po, which is inferior to no river in swiftness of current, is in flood about the rising of the dog star, the snow then melting; and, though so rapid in flow, it washes nothing from the soil, but leaves it increased in fertility. Let us now see what it has done since that time—(Marsh, p. 270). "Ravenna, forty miles south of the principal mouth of the Po, was built like Venice in a lagoon; and the Adriatic still washed its walls at the commencement of the Christian era. Now the mud of the Po has filled the lagoon, and Ravenna is four miles from the sea. The town of Adria, lying between the Po and the Adige, four or five miles from each, was once a harbor famous enough to have given its name to the Adriatic sea, and was accessible to large vessels in the time of Augustus. Adria is now fourteen miles inland."

And the fate of the lagoons of Ravenna and Venice and Adria is in store for the North Adriatic. It is shoaling rapidly. Islands of alluvial matter are appearing opposite the mouths of the rivers, and the soil of Italy is being rapidly carried down to turn the north Adriatic into a marsh. The Po alone carries into the Adriatic 55,000,000 cubic yards of earth per year, and the coast line is carried out into the sea at the rate of 200 feet a year. Dr. Marsh estimates that the total quantity of soil carried to the Adriatic per year by the rivers emptying into it on the Italian coast he estimates the quantity, I say—at 550,000,000 cubic yards. So much for the action of rivers. I will not detain you by citations as to the denudation of the sides of hills and mountains, and I will say only that the French Alps, that is the sides of the Alps towards France, are rapidly becoming a desert. The woods which once crowned the hills and slopes have been cut off, the soil has been washed away, and the country is fast becoming a desert.

I have now described to you as well as I can in the short time allotted to me the beneficent work and function of the forest. And I said at the outset that we are not obliged to depend upon mere theory for these statements, but that we can confidently appeal to history.

Let me now appeal to history. The Roman empire, before the time of the emperors, was merely a narrow strip of land on the borders of the Mediterranean. At the time I speak of it was in its greatest vigor—the vigor of natural, healthful strength. Its people were fairly happy and entirely prosperous. They were sometimes unjustly treated; but upon the whole they were better off than they would have been under any other of the great powers that then existed. No one who has read Horace and Virgil can fail to have observed that substantial comfort must have been the rule in Italy. The great men of the days of the early republic went from the plow to the command of armies, and when their task was done—the enemy driven back or the hostile city taken—they returned contentedly to the plow again, living and dying as peasants in friendly intercourse with the peasantry around them.

The reasons for the physical comfort of the Romans of those days are not hard to find. First, the climate of the countries that border on the Mediterranean was genial—not too hot and not too cold. It was equable and well balanced. The sky supplied gentle rains at suitable intervals. The mountains were clothed to their tops with the primeval forest—wherein, when other enemies were lacking, the bold spirits of the people could find suitable exercise in hunting the boar. The rivers were clear streams, abounding in fish. In the midst lay the great sea, tideless, unvisited by fierce storms, affording the cheapest of all means of transportation and of communication. It was literally what Virgil styles it, a *mare relivolum*—a "sail-winged sea." Thus they had the greatest blessings that nature can pour from her bounteous lap—mild and genial airs, regularity and balance in the distribution of rains, the hills waving with woods, the valleys fertile below. Everywhere the land and the *mare nostrum*—"our sea," as they proudly called it—were near neighbors, affording to the people easy means of communication, accessible markets, and those thousand nameless delights that only those can understand who have long lived beside the sea. Withal there was no temptation to South Sea languor and idleness. There was plenty for the poorest, but toil was necessary.

Such was Italy and such the borders of her sea twenty centuries ago. What is the present state of those lands?

We shall find, to use the words of a well-known writer, that more than half of their extent, including the provinces most celebrated for the profusion and variety of their products and for the wealth and social advancement of

their inhabitants—that more than half of their area is either deserted by civilized man and surrendered to hopeless desolation or else greatly reduced in population and productiveness. Vast forests have disappeared from the mountain spurs; and earth, accumulated beneath the trees by the decay of leaves and the fallen trunks, is washed away. Meadows once fertile are waste because the springs that watered them are dried up, or else because they have been buried beneath the sand and gravel and rock brought down by the torrents from the mountain sides. "Rivers famous in history and song have shrunk to humble brooklets. The beds of brooks have widened into broad expanses of gravel and pebbles over which, though in summer dry, in winter sea-like torrents thunder. The entrances of navigable streams are closed by sand bars; and harbors once marts of extensive commerce are shoaled by the deposits of the rivers at whose mouths they lie."

In Northern Africa and parts of Asia Minor the ruins of cities, and of works of internal improvements acqueducts and the like, show that in former times dense populations dwelt in those now lonely districts. And it is estimated that taking into account the now wasted soils of Persia and the far East, a territory larger than all Europe has been either drawn from human use or is inhabited only by wandering tribes (Marsh, p. 4.)

It is worth while to inquire the causes of this appalling ruin. Various moral causes may be assigned—such as the "brutal and crushing despotism of Rome and the host of temporal and spiritual tyrannies she left as her dying curse to all her wide domain." We can see the workings of a similar tyranny now in Turkey and in Russia. Other causes might be mentioned; but they are all foreign to my purpose in appearing before you here. Whatever the remote causes were, however potent and baleful, the direct cause that has done the most harm is the destruction of the forests. Take Italy for an example. Italy is marked out by nature as a country of forests. She reminds one somewhat of a herring with the Apennines for a backbone. These mountains, with their foot-hills and valleys, used to be clothed with forests. To-day they have almost disappeared. Italy has but nine per cent. of her land in forests, a smaller percentage of forest land than any other country of Europe except Spain and Greece. Even busy, practical, teeming Germany has thirty per cent. of her domain in forests. Look at Italy to-day and see what sort of country it is—parched and barren, tormented by the mistral, abounding in malariuos marshes and districts like the Campagna, which, in olden times, were the abode of a numerous and healthy people. Now it is almost death to breathe the air after nightfall.

As to these things, it is the firm conviction of most men acquainted with these facts that all this rúin, this wretchedness and misery, have been caused by reckless destruction of the trees.

I have but one thing more to say. What lesson should this convey to us? To us here in this country, in this county? It is simply this: The work of destruction must be stopped and the woods must be replanted and restored. If we do not do this, nature herself will punish us she will avenge herself.

But some one will say, our land is too valuable to be covered with trees. The farmers cannot afford to wait 30 or 40 years for trees to grow, meanwhile paying taxes on the land.

I appreciate the force of the objection. Perhaps it might be obviated in part if the state would exempt plantations of trees from taxation. But whether we will or no, whether we wish to or not, we have to do it, or endure worse evils. Nature has us by the throat. Land is already decreasing in value. Farmers no longer expect to make money. They are happy if they can live and keep out of debt, and this condition of affairs is growing more serious every year. The time has come to speak out plainly. The senseless and selfish destruction of the inheritance to our children must be stopped.

But is it actually necessary to convert valuable land into forest? I see wherever I go, hillsides that are of little value for farming purposes which ought to be turned into wood-land. I see meadows rocky and marshy, land that would grow stately trees, but will not grow anything else of much value. These tracts should be replanted with acorns and the seeds of trees, and kept from the depredations of cattle as a beginning of the rejuvenation of the land.

My young friends, these views may seem to you extravagant, but some day I believe most of you will come to hold them yourselves. You who have been brought up in our little city have not been familiar, you have not been intimate, you have only been on speaking terms with the forests. Most of you, I presume, have never seen the virgin forests unpolluted by man and his misdeeds; but I beg you to think a little about the facts I have laid before you this afternoon, and when you grow up and go out into the world of nature and of human activities, I pray that you will do your part toward the reform of these evils and toward the restoration of the land to its pristine beauty and fertility.

THE PICTURE ON THE WALL.

The special feature of the occasion was the hanging upon the wall, in each of the two study halls in the building, of a fine portrait of the late Dr. E. E. Higbee, who was once a teacher in this school, and who, as one of his many good works, introduced Arbor Day into Pennsylvania. The portraits are framed very handsomely. The principal, Mr. J. P. McCaskey, who directed the programme, after a song, "Because he Loved you So," in memory of Dr. Higbee, spoke, for a short time, as follows:

We have planted our trees—nearly one hundred and fifty in number—in practical observance of the Autumn Arbor Day which State Superintendent Waller has wisely seen fit to

continue for the schools of the Commonwealth. I congratulate you. It is the thing *done* that counts; not the thing merely talked about. We have had our formal programme, with its music, both instrumental and vocal, for whose excellence we must thank the gentlemen—masters of their art—who have been your instructors and leaders. We have had the privilege of hearing an impressive paper upon "The Forest and Its Functions," written for this occasion by a thoughtful and observant man, a rare scholar and a very able teacher, whose kindness and courtesy we gratefully acknowledge. We have just sung a tender song in memory of him whose portrait we hang upon our walls to-day, and it is of this and other suggestive pictures that I, care now to talk with you for a little while.

No time could be more fitting than the present—no day more appropriate, to hang upon the walls a life-like portrait of the man who introduced Arbor Day into Pennsylvania, to be observed with growing interest, not only once, but *twice* each year. We do not, however, put this picture in place to-day simply because he was our Arbor Day Superintendent, for this was but a small part of the lasting service rendered by him to a Commonwealth of more than five millions of people, over whose schools he presided with wisdom and extraordinary acceptance for nearly nine years. We merely emphasize the day by placing it here, where we trust it will remain long after all of us shall have gone forever from these familiar surroundings.

There hangs upon our western wall a beautiful bank clock, worth probably a hundred dollars, with marble dial of generous size, which we bought at the close of the Centennial Exposition in 1876, from the Governor's Room in the Massachusetts State building—for which outlay we were afterwards reimbursed by the public spirit of our city school board—as a souvenir of the great Exposition—to mark, second by second, the days and the years of the new century. The noble picture of Dr. Higbee, which to-day you see for the first time, takes its place upon the eastern wall, facing our Centennial clock. May it hang there as long as this high school clock marks the time of revolving suns! The legend upon it will always provoke further inquiry as to what manner of man he was; the items of the Memorial there enumerated will tell how he was honored; and his strong face will always bespeak the man of presence and of power.

Our Memorial to Dr. Higbee embraces a monument of granite at his grave; a bust of bronze in the Department of Public Instruction; this life-size memorial portrait, of which more than twelve thousand copies have been printed, and which are now being handsomely framed for the Department of Public Instruction, the University of Vermont, all our State Normal Schools, and all our Superintendents—making nearly one hundred and sixty copies framed by the Memorial Committee, so distributed as to perpetuate his genial personality and his inspiring presence in all the leading public school centres of influence in Pennsylvania, while thousands of copies are now going out, without frames, to the schools in all parts of the State; and last, but most important of all, a Memorial Volume of which ten thousand copies have been printed, and which is now being rapidly distributed, whose story of life and labor is of the deepest interest, and whose tributes of personal affection, of gratitude and of reverence, are, so far as I know, unmatched in the annals of our American educational history.

How can I tell you, boys and girls, with what intense feelings of gladness and gratitude I looked upon that picture on Saturday last, so richly and so appropriately framed for the Department of Public Instruction, as it stood on a beautiful easel in a good light, in the art department of John Wanamaker's vast bazar? As I stood there among the passing throng there were many who stopped to admire its beauty, and "Dr. Higbee!" "Dr. Higbee!" was the pleased exclamation, from those who had ever seen or heard him. Among them were some whose schools had contributed to this remarkable Memórial Fund.

Is it a good thing to hang this picture, or other pictures, upon the walls of our own or of any other school room? "In the emptiest room the mind wanders most," says Ruskin, "for it gets restless like a bird for want of a perch, and casts about for any possible means of getting out and away. Bare walls are not a proper part of the means of education; blank plaster about and above them is not suggestive to pupils."

The landscape opens a hole through the dead wall like a window; flowers and ferns are suggestive of the garden, the woods, the meadow, the stream; the portrait speaks the man, and brings up what we know of him when otherwise perhaps we would not think of him once in a thousand times. If, as the story tells, the spirited picture of a full-rigged ship above the mantel of an inland home sent all a mother's boys to sea, was it not because of its constant suggestion of freshening breeze and wide expanse of water, of distant lands and the whole round world to know? So a striking or attractive picture, in the school room as in the home, may sink deep into the heart of the child, and mean more to him for all his life than much of the mill-work which the school programme usually imposes.

In our life experience as we grow older we know more and more the value of these things. There was hung for a long time in my room a beautiful head of a child, to which years ago I would sometimes address a familiar greeting, much to the surprise of my sturdy little boy, who couldn't understand why I should speak so to "Winnie." His great, truthful eyes look into those of the angels now, but the picture hangs there still, and while I live will hang, recalling the little lad more tenderly than even his life-like portrait not far away. Near it, upon the same wall, is a picture by Perrine of a fair woman's face, whose far-off look has in it strength and inspiration and hope. Below it hangs the self-same picture of Dr. Higbee which we put upon these walls to-day. I look up—he is again in my room! and the old feeling of companionship comes over me with a strange

sense of reality. Farther on hangs the picture of a courteous gentleman, a musician, with whom one day I made a pleasant trip to Philadelphia. A week later I followed him to his burial. The picture was retouched and given me by another artist—now also gone over "to the majority"—because he knew I admired the man, and wished to oblige me for some slight courtesy I had been able to render himself. Other pictures are here that give life and interest to the walls—landscape, and lilies, and cross enwreathed with flowers, and dear ones yet alive—but those that speak to me of the dead have about them an interest that is especialty tender. It is a "den," if you will—little order, not much method—but I enjoy being there. Take away these pictures that have grown into my life, or turn them to the wall—and how much of the pleasant light would go out with them!

So of our school surroundings. Take the pictures from our walls and give us blank space instead, or what is little better and maybe even worse, the eyesore of geometrical figures and physiological charts, and outline maps, and other similar essential aids to school instruction that when not in use should be kept rolled up and out of sight—and we would at once feel as if we must at once find other quarters.

Yonder hangs Faed's "Shakspeare and his Friends," there Richie's "Washington and his Generals;" Cole's Voyage of Life, in a series of four pictures; ferns and flowers; the head of a child; picture of a woman; a good Norway forest scene—sky and mountain and rushing stream; Hawthorne, and Longfellow, and Holmes, and Emerson, and Bryant. But the nearest of all to me, a life-size picture of Rev. John S. Crumbaugh, and another, somewhat smaller, of Dr. Thomas H. Burrowes. To-day we improve this Arbor Day occasion to add another picture to those already upon our walls—that of one who seems an elder brother and, men of mark as some of those connected with the Lancaster High School in the past have been, *facile princeps* among them all—a picture which will become familiar to successive generations of school boys yet unborn.

This same face will look down from the walls of ten thousand school-rooms, until it becomes the most familiar face in the Commonwealth to the children and to the teachers of Pennsylvania. And, as the story of his unselfish, heroic life is told from many a teacher's desk, eager ears will listen and tender hearts be impressed to their lasting good. For Dr. Higbee can everywhere be held up as an ideal after which our youth may safely pattern their lives.

It is now forty years since I came into this school as a pupil. I have known all the teachers who have ever been connected with it. At its organization there were three rather remarkable men employed. The principal, Samuel E. W. Becker, was a man of rare attainments in language and literature, trained in one of the leading colleges of the Continent, at home in the classic languages of Greece and Rome and in a half-dozen of the modern tongues of southern Europe. English was wholly an acquired language with him, and he read and spoke it as though it were his mother-tongue improved by the best scholastic culture. One of the keenest literary critics I have ever known, Mr. Howard W. Gilbert, who knew him well, while he had no regard for the man, had the highest respect for his ability and attainments. Mr. Becker lacked moral purpose, was unsympathetic, selfish, and drink is said to have wrought his ruin. His head was cultured, but his heart—was it dead? I never knew anybody that loved him or entertained for him any feeling other than respect for his great learning. His portrait I would hang up simply as a thing of historic interest in connection with the school, and as a warning that brilliant talents and the highest attainments are of little permanent account when divorced from a generous heart and high moral purpose. He was the only man I have ever known in the High School whose scholarship could at all rival that of Dr. Higbee. These two men were in themselves, and, it would seem, in their conception of the meaning of life, the very antipodes of each other. While the one, so far as we know, sank down, and only downward, the other rose ever *per aspera ad astra*—over rough ways to the stars!

Kearsey Coates had probably not a hundredth, perhaps not a thousandth part of the learning of Mr. Becker, but we have always thought there was enough good stuff in him to make many a better man than the latter. He was not a man of quick sympathy nor of generous disposition. We remember him with a feeling of kindness, but with no sense of gratitude. His ambition seems to have been to acquire money; and he became one of the millionaires of the great West. We met him but once after he left the High School. He had made his millions, but his face was not a pleasant study; and we could not congratulate him upon his so-called "success." We are glad to have known him, and have little doubt that we knew him at his best, for Mr. Coates in the High School in his early manhood was a richer man than when thirty-five years later he died in Kansas City.

But our third man, Joseph Colburn—I would let him box my ears again vigorously, as he used to do when he felt like it, for the privilege of taking his great, honest, kindly hand after he had got through with that little performance! He was near-sighted, hated tobacco and spitballs and the word "*Ouch!*" and any rattling board about the long desks—and there was always one sure to be rattling, which he never thought of nailing down! For a boy to nail it down without special orders and personal oversight would have been a sin. What times we had in that room for two long happy years! On declamation day the lucky lads that got into his room had a comedy performance which they thought about perfect! The good old fellow! I would be glad to hang up his picture here. He never taught us much mathematics, but he gave us some things that are better than algebra. Ah! we will apologize for all if we ever get to heaven, for we know that's where he has gone. Dr. Higbee followed him in this room—

and what a contrast! From Mr. Colburn, who knew nothing of what a boy was likely to do, he seemed to know everything. It was simplicity incarnate succeeded by incarnate common sense. He lived with us, not above us or far apart from us, was helpful and kind. But he looked down into the quick of your soul; and when you looked back into his marvelous eye, you saw what you did not attempt to analyze or describe, but what, without a word, seemed at once to compel order with respect for authority; then came abiding trust and, in time, supreme regard.

To Mr. Becker as principal succeeded Mr. Crumbaugh, another remarkable man. But twenty years of age, yet looking ten years older —a fine scholar, a diligent student, a good teacher, and a noble man, with whom it was a privilege for boys to be associated. His life-size and life-like portrait has hung upon our wall for many years, in grateful memory of the old school-boy days. He died before reaching the age of twenty-eight years; but not many men at seventy have done a life-work at all to be compared with his.

We would like to speak of Wm. VanLear Davis and of others, but time forbids. We remember that good men have been here, and great men, and know that some of them left their mark deep upon many of the boys who passed under their influence. We do not measure up to the high standard of certain among them, but, so far as in us lies, we shall see to it that no harm comes to the school while we are in it. We shall stand by manhood and scholarship, by gymnasium and playground, by music and Arbor Day; and shall revere and teach reverence as we may, for the memory of the good men gone who did their work while the day lasted, and when the night came, "fell on sleep." And these—their pictures on the wall —shall be a solace and an inspiration.

OFFICIAL DEPARTMENT.

DEPARTMENT PUBLIC INSTRUCTION,
Harrisburg, November 1890.

THE Annual Session of the County Teachers' Institutes for the year 1890–91, will be held at the places and on the dates here given for the several counties named. The law in reference to attendance of Institutes authorizes and requires payment of teachers at a rate not to exceed two dollars per day. The common schools of the county must be closed during the week of Institute, and the time cannot be regarded as any part of the school term of any School District.

Armstrong	Kittanning	November 10.
Dauphin	Harrisburg	November 10.
Erie	Erie City	November 10.
Lancaster	Lancaster	November 10.
Northampton	Easton	November 10.
Pike	Milford	November 10.
Washington	Washington	November 10.
Cambria	Ebensburg	November 17.
Franklin	Chambersburg	November 17.
Lebanon	Lebanon	November 17.
Tioga	Wellsboro	November 17.
Wayne	Honesdale	November 17.
Adams	Gettysburg	November 24.
Fulton	McConnellsburg	November 24.
Juniata	Mifflintown	November 24.
Mifflin	Lewistown	November 24.
York	York	November 24.
Bedford	Bedford	December 1.
Cumberland	Carlisle	December 1.
Elk	Ridgway	December 1.
Huntingdon	Huntingdon	December 1.
Monroe	Stroudsburg	December 1.
Snyder	Middleburgh	December 1.
Carbon	Lehighton	December 8.
Bradford	Towanda	December 15.
Butler	Butler	December 15.
Centre	Bellefonte	December 15.
Clarion	Clarion	December 15.
Clearfield	Clearfield	December 15.
Clinton	Lock Haven	December 15.
Columbia	Bloomsburg	December 15.
Lawrence	New Castle	December 15.
Luzerne	Wilkesbarre	December 15.
Lycoming	Muncy	December 15.
Mercer	Mercer	December 15.
Montour	Danville	December 15.
Northumberland	Sunbury	December 15.
Perry	New Bloomfield	December 15.
Schuylkill	Pottsville	December 15.
Union	Mifflinburg	December 15.
Westmoreland	Greensburg	December 15.
Indiana	Indiana	December 22.
Beaver	Beaver	December 29.
Blair	Hollidaysburg	December 29.
Crawford	Meadville	December 29.
Fayette	Uniontown	December 29.
Forest	Tionesta	December 29.
Somerset	Somerset	December 29.
Sullivan	Dushore	December 29.
Venango	Franklin	December 29.
Lackawanna	Scranton	January 5, 1891.

SUPERINTENDENT COMMISSIONED.

Mr. J. B. RICHEY was elected to the office of Borough Superintendent of New Brighton, succeeding Mr. John Collier, resigned. He received his commission September 29th, 1890.

ITEMS FROM REPORTS.

ADAMS—Supt. Thoman: Mt. Joy and Tyrone townships each erected a new schoolhouse. Franklin township repaired an old building. In Gettysburg, a graded course of study has been adopted and the schools supplied with the "Hot Water System of Heating." Ex-county Supt. Aaron Sheely re-organized his Normal Institute at Gettysburg. The object of the school is to prepare young men and women for teaching and for college.

BEAVER—Supt. Hillman: An interesting

educational meeting was held by the teachers and directors of Raccoon township, Five directors and all the teachers of the township with several from adjoining townships were present, also a goodly number of citizens.

BERKS—Supt. Zechman: During this month our Teachers' Institute was held. Taking the attendance, the enthusiasm and the part the teachers took in the discussions as a criterion, we may safely say that our people are beginning to see the importance of the education of the masses.

BLAIR—Supt. Wertz: The directors of Snyder township have organized an additional school, thus bringing the whole number up to en. They have also placed new furniture in two rooms. Their houses are now all comfortably furnished and the schools are doing good work. The same may be said of Tyrone township. Some of the schools in this township have made a remarkable record of attendance. The schools of Tyrone borough, under the efficient supervision of Prof. B. F. Pinkerton, made a record for the first month which surpassed the most sanguine expectations of patrons and directors, namely: Whole number of pupils, 809; percentage of attendance, 97½; number of visitors, 80. Throughout the entire county, the schools, with a few exceptions, are doing efficient work.

CAMBRIA—Supt. Leech: Lower Yoder township has resolved to have an eight months term this year. South Fork borough is just ready to open its fine new four-room building.

CAMERON—Supt. Herrick: The Shippen school board has just placed a copy of Webster's Unabridged Dictionary in each school.

CENTRE—Supt. Etters: The parochial school just opened at Bellefonte is telling somewhat on the attendance at the public schools. However, by permission of the Bishop, the more advanced are allowed to attend the public High School.

CHESTER—Supt. Walton: There is a marked improvement noticeable this month in new and better fences around school grounds, more planting of shrubbery, better sanitary arrangements in reference to out-houses, drainage, warmer floors, etc. East Vincent has six houses with double floors with paper between. The Spring City Board has put up a new and handsome fence, graded the grounds, etc. These are commendable beginnings in a much eglected direction.

CLEARFIELD—Supt. Youngman: The Leonard graded schools have been regraded with a view to greater efficiency; and one month has been added to the term.

CLINTON—Supt. Brungard: The greater number of our schools are in operation. Owing to the lack of well-qualified applicants a few schools are still without teachers. A number of our best teachers have gone elsewhere, while others have abandoned the profession for more remunerative employment. In several of the more progressive districts salaries have been raised. It is not true economy to pay $20 or $25 for teaching; that might be called retrenchment. Where good living salaries are paid the people are contented and happy in the fact that the public school system is a success.

CUMBERLAND—Supt. Beitzel: Dickinson is building a new school-house, to be finished in several weeks, when a new district will be formed.

ERIE—Supt. Miller: We are busy making arrangements for the County Institute, to be held at Erie, Nov. 10–14. Our design is to give the teachers an Institute equal to the best, and we have spared neither time nor money to secure the ablest talent that can be had. The directors of Harbor Creek township, have supplied their schools with "The Teachers' Anatomical Aid."

INDIANA—Supt. Hammers: The majority of the schools are in full operation. Local institutes will be held in a number of districts. Arrangements for the County Institute are nearly completed. A competent corps of instructors and evening lecturers has been secured.

JUNIATA—Supt. Carney: As our schools, with only one exception, have a six months term, they necessarily open late; hence there has not been much opportunity for inspection. Of those I have visited, all but one are doing very well. The directors of Fermanagh, Mifflintown and Patterson deserve special credit for neatness and cleanliness in the improved appearance of their house.

LACKAWANNA—Supt. Davis: New school buildings are in process of erection in Dickson City, Blakely, Carbondale and Spring Brook.

LANCASTER—Supt. Brecht: Manor township has twenty-six schools. In this district is located the Millersville State Normal School. School affairs are pushed along in a lively manner in this section. Every year some step is taken to increase the efficiency of the schools. Recently the Board decided to replace the old black-boards with slate surface at the rate of three per year. At the opening of the present term it was also decided that a committee of two members of the Board shall visit the schools each month, and report the condition of things at the following regular meeting. The good effect of this action will soon be felt, and another link forged in the chain of sentiment that demands "closer supervision in our schools." The liberal character of this Board will be better understood, when it is remembered that it will take the committee six days to complete one tour of inspection. There are other districts that have three monthly inspections, but too many have them not that should have them.

LEBANON—Supt. Snoke: During this month I held teachers' meetings in ten districts. They were generally well attended, and in visiting the schools it is found that they bear an abundance of good fruit. The Boards of Cornwall and South Annville have each adopted a course of studies and rules and regulations for their schools. It is hoped that a similar step forward will be taken by the Boards of other districts. However, a uniform course adopted by the Boards of all the districts having the same term, would doubtless be the better plan.

LUZERNE—Supt. Harrison: On the 15th of

September I had the pleasure of attending the opening exercises of the West Pittston schools. The Board of Directors had just completed an elegant eight-room building which was dedicated at that time. Addresses were made by the ministers of the various churches of the town, and by several of the citizens; the Superintendent also made a few remarks. A new building is under way at Edwardsville. Wilkes-Barre township is building two houses. The new High School building at Wanamie was occupied for the first time at the beginning of the present term. Arrangements are being made for the holding of local institutes throughout the county; it is felt that whatever inspiration the teachers may derive from these meetings should come at the beginning of the term rather than during the latter half.

LYCOMING—Supt. Lose: The new Montoursville High School building has been completely remodeled at a cost of about $2000, and it now ranks among the best in the county. The light and ventilation, which were extremely defective in the old buildings have been improved. The black-board surface has been considerably increased, and the entire building tastefully painted inside and outside. Substantial pump houses were erected both at this and the primary buildings. All the borough schools have been in session from one to four weeks. A good year's work is expected.

MERCER—Supt. Hess: Four of the schools of Hickory township have been closed on account of an insufficient number of pupils to justify their continuance. All the schools of East Lackawannock have been re-seated with improved furniture. The Sharpsville Board supplies text-books free of cost to the pupils.

MONROE—Supt. Paul: The directors of Middle Smithfield have decided to build a new school-house at Yetter's, near Marshall's Creek. East Stroudsburg has placed new single desks in the rooms of her grammar and high schools. Teachers' wages have been increased in a number of districts, but are still too low to keep our best teachers.

MONTOUR—Supt. Steinbach: The teachers of Danville have organized a Local Institute, to meet the first Monday night of each school month for the ensuing term. Much good may be expected from these meetings. It is certainly a good move on the part of the teachers, and every one should feel it a duty to be present. A suitable programme will be arranged for each evening, and the County Superintendent will preside over the meetings.

NORTHAMPTON — Supt. Hoch: All the schools thus far visited, with few exceptions, are doing good work. Most of them are working in accordance with carefully prepared courses of study. The directors of Bath district have painted and wainscoted their rooms, making them some of the most pleasant in the county.

NORTHUMBERLAND—Supt. Bloom: I have visited the schools in Coal township. The attention given by the Board of Directors to the buildings during vacation is very marked and reflects great credit upon them. One new school-house was erected and two others were enlarged, making three additional rooms, all of which were furnished with patent furniture. Two rooms in the West Shamokin building and two in Springfield, have been repainted and papered recently, and now present a very attractive appearance. All the rooms in the district are well supplied with apparatus—maps, charts, globes, &c. District institutes are regularly held by the large corps of teachers, whereby the efficiency of the schools is materially increased.

PERRY—Subt. Aumiller: In Newport three rooms have been furnished with patent seats. The new builing is ready for occupancy. An additional school has been organized. The people of this town are to be congratulated upon the educational advantages offered to their children. Bloomfield has placed a much needed improvement upon the school grouuds. All the schools of the county are now in full operation.

POTTER—Supt. Kies: Eleven examinations were held during the month of September in different parts of the county. Eighty-two of the 103 applicants received certificates. More directors and patrons attended than in any other series held during my official career. I am pleased to note an improvement among the teachers in the matter of professional reading. The Abbott Board has just caused its last "old red school house" to give place to a neatly trimmed white one with good out-buildings. The list of school books has also been revised, a copy of the best Webster's Dictionary placed in each school, and the term lengthened to eight months. Good wages are paid to the teachers, and only the best qualified are engaged. The schools, as might be expected, are progressing faster than those of any other district in the county. The wisdom of the Directors' management merits, and I am sure will receive, the hearty approval of all interested in the schools. The Bingham Board has just furnished its last house, with approved patent furniture. The new school building in Coudersport proves too small for the increased attendance, so that the Board has rented and arranged the Opera House for two departments of the schools.

SNYDER—Supt. Hermann: G. W. Hornberger, of Perry township, a well known and highly respected teacher, died September 24th. Monroe township pays this year according to the grade of certificate and teaching ability—a plan that other districts might adopt with profit. The schools of Adamsburgh will be more closely graded and a course of study adopted. In several districts the salaries have been increased.

SOMERSET—Supt. Berkey: Meyersdale and Somerset have each an eight months term; all other districts have six months. Salaries of teachers have been advanced slightly in many of the districts, but in a few districts, I regret to say, they have been decreased. We had scarcely enough teachers supply the schools.

SULLIVAN—Supt. Black: I closed a five weeks term of Normal Institute at Dushore on the 26th of September. It was well attended; total enrollment 125. The average daily attendance was ninety, of whom about seventy-five

were teachers. Instruction was given in the common branches and methods of teaching; tuition was free. La Porte borough completed a very handsome brick school building at a cost of about $3000. This is the first brick school-house in our county. The outlook for the coming winter's work is good. Our teachers seem to manifest more interest in their work generally than before. I sincerely believe that we are going to do more and better work than has ever been done in one year in Sullivan County.

TIOGA—Supt. Raesly: One of the most interesting features of the Mansfield Fair was the educational exhibit from various parts of the county. In this department the premiums aggregated $75, ranging from 50 cts. to $8. Ex-Supt. M. F. Cass is doing good work as principal of the Nelson schools. Prof. James B. Hastings, of Franklin, N. Y., is the new principal of the Wellsboro schools.

VENANGO—Supt. Lord: Our county has made a good advance this year in the line of school apparatus. Cherry Tree, Plum, Oakland, President, Pine Grove, and Richland townships, have purchased "The Teachers' Anatomical Aid" at an expense of $37.50 per copy; while Allegheny, Oil Creek, Canal, Irwin, Mineral and Scrubgrass, have supplied their schools with the "Complete Chart," at a cost of $15 each. Both articles are first class and will aid the teachers greatly in their work. The new house just completed in Clinton township to replace the one destroyed by fire last winter, is a model one. It is of ample size, well built, has seating accommodation for sixty pupils, good furniture, good blackboards, and is finely furnished and finished throughout. Its total cost, $1,000, is very low, considering the first-class character of the work. Sugar Creek also has a new house nearly completed, to which I shall refer more at length hereafter. The prospects are fair for another year of good work.

WARREN—Supt. Putnam: Nearly all the schools are in session, and in many of them tried teachers are retained. The majority of the districts have adopted the one-term system, and good results will follow. During the month two townships have placed anatomical charts in their schools. Some townships are without apparatus of any kind. The Indian school has been in session one month, with Mrs. Abbie Parker, an Indian woman, as teacher. She is doing excellent work, and will accomplish much good during the coming year.

ALLENTOWN—Supt. Landis: Our schools are crowded. We have opened an additional grammar school in a rented room, but relief is also greatly needed in the lower grades. One of our grammar schools has just been supplied with a Smith American Manikin, price $42.50—probably the first introduction in the State. I know of nothing in this line equally satisfactory. The bill was paid by one of the patrons, Mrs. Samuel Probst.

BETHLEHEM—Supt. Farquhar: An attempt has been made to organize our schools upon a better plan than that hitherto in operation. The course of study covers eleven years, and we have eleven classes. We hope to unite the departments and divisions of classes so closely into one whole that they will suffer to the least appreciable extent from loss of time and energy consumed in going over ground already traversed. Each of our twenty-two teachers has about forty pupils to teach. It is a settled principle with us to reduce the number of pupils to a teacher as rapidly as we have opportunity.

BRISTOL.—Supt. Booz: The enrollment for September is the greatest since 1887, when it was 735. Since then the opening of St. Mark's Parochial school reduced our number about 200, but we are rapidly regaining our former figures. In the past, only some text-books were furnished the pupils, now all the books, stationery, drawing material, kindergarten supplies, are provided by the Board. During the summer the grammar school was refurnished. The prospect for the year is most encouraging.

CHAMBERSBURG.—Supt. Hockenberry: On account of the pressure in the primary schools a new four-room building will soon be erected. The teachers have entered upon the year's work enthusiastically, and a most successful term is anticipated.

DUNMORE.—Supt. Fowler: Our schools are doing very well, though we labor under some disadvantage—not having room enough. We tore down one of our largest buildings during vacation to make room for the new one now in process of erection. We have held two Institutes during the month—one the regular monthly Institute; the other a special for the benefit of primary teachers. This year I am doing less teaching and more official work.

HAZEL TWP., (Luzerne co.,)—Supt. Harman: The teachers of the township met Sept. 13th, at the Hazelton Mine school-house, for the purpose of organizing a district Institute. The Hazelton grammar school used to be considered as a kind of Central High School to which the grammar school pupils of the immediate neighborhood were admitted and also advanced pupils from distant parts of the township and from surrounding districts—these last being obliged to pay for their tuition. Last term, however, the school was poorly patronized. Wm. H. Corrigan, the former teacher, resigned Oct. 1st; F. W. Becker, of the Humboldt grammar school, succeeds him, with an increase of salary. The attendance is increasing. Such a Central School is beneficial, not only to the pupils attending there, but also to the rest of the township schools. Many of the outlying grammar and mixed schools have an A class of from one to four pupils which occupies about one-fourth or one-third of the teacher's time. Now, when this advanced class all attend a school centrally located in the township, and but two or three miles distant from their homes, it is of benefit to themselves in that they receive more time in a recitation, and are stimulated by the emulation of a large class, and receive instruction from one of the best teachers; on the other hand, it is of benefit to the schools they leave, in that it gives the teacher fewer classes to teach and more time for each recita-

tion, so that the remaining pupils in the school receive their proportion of time and attention.

LEBANON—Supt. Boger: We now claim to have one of the finest High School buildings in the State. It is heated and ventilated by the Smead-Rutan system; it is furnished with the most improved patent desks; there are four large school rooms, two convenient class-rooms, a library room containing a well selected library of 670 books, and having all the conveniences for holding the teachers monthly meetings, and a directors' room which is also the Superintendent's office.

NEW BRIGHTON—Supt. Richey: The new school building erected last year in the First Ward is one of the finest ward school-houses in this part of the State. It contains four school rooms, that are well provided with slate blackboard surface properly ruled; it is heated by the Smead system, and furnished throughout in accordance with the most modern style of school architecture. Cost $12,000. During the past vacation the Second Ward building was greatly improved by papering and painting.

NEW CASTLE—Supt. Bullock: We shall soon complete a new eight-room building in the Fifth Ward, at a cost of $15,000. The Jefferson street building has been thoroughly overhauled and renovated. New furniture, apparatus and books, to the cost of about $1,000, have been added to our equipment. A good spirit prevails; quiet, earnest, intelligent, progressive forces are enjoying free play in the schools.

NORRISTOWN—Sopt. Gotwals: Four rooms were supplied with new furniture—all single desks. The blackboard surface was increased in several rooms by putting slates in the movable doors.

PHŒNIXVILLE—Supt. Leister: Our schools opened Sept. 2d, under unusual circumstances. Owing to the fact that one of our school buildings had been sold and the new one was in course of erection and not ready for occupancy, several rooms had to be rented and prepared for school purposes. Considering the circumstances, the schools have done well for the first month. During vacation numerous necessary repairs were made on the different school premises. The teachers and pupils of the High School are justly proud of and highly appreciate the fine, latest improved furniture placed in their rooms, and especially the grand new upright piano recently placed there, selected by Mr. J. O. K. Robarts.

SOUTH BETHLEHEM—Supt. Wilt: On account of the increase in school population and the annexation of a large portion of Saucon township to our borough, the Board of Education was again compelled to increase the school accommodations. This was done by erecting two new buildings. One of them is a cozy two-story structure with one room on each floor so arranged as to easily change it into a private dwelling house; the other is a large four-room building, constructed for permanent school use, and is provided with all the modern improvements, including the Smead system of heating &c. When completed this building will cost about $15,000. The cost of furniture and supplies purchased by the Board amounts to about $2,000. The directors have done all in their power and within their means to have their schools well supplied with all the necessary apparatus, and their teachers fully equipped for their work; thus they have a right to look for the very best results. I am glad to report that all our teachers have made a good beginning and that there is good reason to look forward with hope and confidence.

SHAMOKIN—Supt. Harpel: Our schools opened with a large enrollment. A new grammar school and two new primary schools were organized to accommodate the increase. The subject of general information, including current events, and elementary science lessons, was added to the course in our first intermediate and grammar grades.

STEELTON—Supt. McGinnes: Vocal music was added to the course of studies this year. One of our regular teachers, Mr. A. M. Lindsay, was elected director of this department, and the National Music Course adopted. The new eight-room building in the Fifth Ward, though not quite completed, was occupied at the beginning of the term. This building is a model in arrangement and completeness.

TAMAQUA—Supt. Ditchburn: Our schools opened without any change in the corps of teachers; hence everything moved off smoothly and pleasantly. The attendance has been very good; in fact the percentage for this month is the highest we have ever had.

WEST CHESTER — Supt. Jones: School opened with nearly all the rooms well filled, none crowded. The manual training department is more popular with the pupils than at any time heretofore. The directors purchased a lathe which is run by a half-horse power motor. The girls in the upper classes, who expect to be teachers are allowed to take lessons in the shop. Vocal music is now systematically taught in all the rooms. The Board adopted the Mason National System and employed Prof. Jerry March, of Norristown, as special teacher. He gives each grade one lesson a week. These lessons are supplemented by a daily ten-minute drill by the regular teachers. The children take hold of the work eagerly and enjoy it greatly. During the month there were 34 visits by directors and 126 visits by patrons and others.

WILLIAMSPORT—Supt. Transeau: On account of the crowded condition of the schools in the Fourth and Sixth Wards, the Board has been obliged to open two additional schools. At present our schools average about forty-six pupils to a teacher, We have schools that are still too large, but until the new building now in course of erection in the Eighth Ward is done, we are obliged to get along the best we can. There is a better day coming for the boys and girls of this city. Every year our school-houses are made more comfortable, and the number of pupils assigned to a teacher is gradually growing less.

YORK—Supt. Wanner: A new school building of six rooms, containing the Smead system, has been occupied, and two additional schools opened.

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DR. THOMAS H. BURROWES: IN MEMORIAM.

PENNSYLVANIA OWES TO NO MAN LIVING SO GREAT A DEBT OF GRATITUDE.

JUST as we went to press last month, we announced the death of Hon. Thomas H. Burrowes. The Junior Editor of *The Journal*, Mr. McCaskey, his intimate friend and for some years his associate in the management of this magazine, publishes this month a fitting biographical sketch of the deceased. Our mournful duty will be performed when we shall have added a few words concerning the funeral obsequies and public manifestations of sorrow.

Dr. Burrowes died at the Agricultural College at 4 o'clock on Saturday, Feb. 25, 1871. On the Monday following, religious ceremonies were observed in the chapel of the institution. The remains were then taken to Lancaster, where they arrived at 9 o'clock on Wednesday morning. They were accompanied by the family of the deceased, the Faculty and Trustees of the Agricultural College, and a number of distinguished gentlemen, and were met at the railroad depot by the Mayor of Lancaster and City Councils, the School Board, the Judges of the Court and Members of the Bar, the Faculty of the Millersville State Normal School, and a large concourse of citizens. Hon. A. E. Roberts, Col. Wm. L. Bear, Dr. Wm. C. Blackwood, John W. Jackson, Esq., Newton Lightner, Esq., Wm. B. Wiley, Esq., David Hartman, Esq., and J. P. Wickersham acted as pall-bearers. The coffin was placed in the hearse and conveyed to the burial ground of St. James' Episcopal Church, of which the deceased was a member, the funeral cortege following on foot. The service at the grave was read by Rev. Thomas B. Barker, Rector of St. John's Free Church, assisted by Rev. Dr. Watson, Rector of St. James.

Among the public bodies that have taken notice of the death of Dr. Burrowes by passing appropriate resolutions, are the Trustees, Faculty and Literary Societies of the Agricultural College, the School Boards of the cities of Lancaster and Allegheny, the teachers of Pittsburgh and elsewhere. In addition to resolutions expressing their sense of the value of the services rendered by Dr. Burrowes to the cause of education, and the deep regret felt by them on account of his death, the teachers of Pittsburgh, on the motion of Mr. Burtt, adopted the following:

WHEREAS, Some tribute of respect is due to the memory of Hon. Thos. H. Burrowes and Hon. Thaddeus Stevens, and other eminent statesmen, for their self-sacrificing efforts which produced and upheld our Common Schools against all opposition, until their present highly efficient condition was the result; therefore,

Resolved, That we request the State Superintendent of Common Schools to take measures for having a suitable monument erected to their memory by the teachers and pupils of the Common Schools of the State; and we suggest that for this purpose each teacher be invited to contribute one dollar and each pupil one dime annually until the requisite funds are obtained.

The Allegheny Board of Control has

handsomely seconded this movement, by passing unanimously the following resolutions:

Resolved, That the citizens of this Commonwealth will ever keep in grateful remembrance the philanthropic services of the late Hon. Thomas H. Burrowes and his co-laborer, the late Hon. Thaddeus Stevens, in inaugurating our noble system of free schools.

Resolved, That the project originated in our sister city, of erecting a monument to the memory of these gentlemen, through the contributions of the teachers and children of the State, aided by the friends of education, meets our hearty approval.

We shall most cheerfully do whatever may be thought wise in this matter. Massachusetts has placed statues of her great statesman, Webster; her great War Governor, Andrew; and her great Teacher, Mann, in her State House grounds, and why should not Pennsylvania honor her great men in the same way? Or, why may she not, in the way proposed by the friends of education in Pittsburgh and Allegheny, erect a monument in the Capitol grounds at Harrisburg to the founders of our Common School System? We have erected there a monument to the heroes of the Mexican war, why not erect one to the heroes of a struggle that required as much courage, and the fruits of which were a thousand times more advantageous to the cause of humanity?

Toward the accomplishment of this noble object, we need scarcely say, we will most cheerfully do all in our power; but we are not without fear that Pennsylvania, like Jerusalem of old, is more inclined to stone than to listen to or honor her prophets. We shall see.—*Dr. J. P. Wickersham, in Pennsylvania School Journal for April, 1871.*

THOMAS H. BURROWES, LL. D.

A STARTLING telegram was received on Sunday, Feb. 26th, announcing the death of the late Editor of this Journal, at the Agricultural College, on the preceding afternoon. A month has passed, and we cannot even yet realize the sad truth of that brief dispatch. He was a friend so familiar upon these pages! Here, of all places, he seemed most at home—and shall we never, as we turn these leaves, meet him more, hear again his wise words of counsel or hearty words of cheer?

Few men in Pennsylvania were more widely known or more universally respected. The man who has been only a successful politician, however brilliant his talents and important his work, may soon be forgotten; but insensibly, and to an extent far greater than might at a glance be supposed, has a feeling of personal gratitude toward him so lately gone, spread and become intensified among those hundreds of thousands in our State to whom the Common School has been a boon of priceless value. Here at least his fame is assured; and nobler fame than that which springs from enduring benefaction conferred upon his kind let no man toil for.

Thomas Henry Burrowes was born November 16, 1805, in the village (now the borough) of Strasburg, in Lancaster county. His father was a native of the country of Cavan, Ireland, of a respectable family long resident there. Though educated for the ministry in the Episcopal church, he did not enter the pulpit, but emigrated to the State of Delaware in 1784, and thence to Pennsylvania in 1787, settling at Strasburg, and devoting himself closely to mechanical pursuits. His mother was born in the county of Monaghan, Ireland. She was the mother of thirteen children, of whom seven reached maturity; and was as remarkable for decision of character as for kindness of heart—maternal traits which were conspicuous in the character of the son whose death we deplore.

On the death of the elder brother of his father, the family went to Ireland in 1810, to take possession of the family property; but they soon found that the customs and society of the Old World were not congenial to their American feelings and habits. After seven years spent there, they, in 1817, removed to Quebec, in Lower Canada, remaining there till 1822. They then returned to Ireland, and having disposed of their property in 1825, finally returned to this country.

During all this time the education of the growing youth was not neglected. From his ninth to his twelfth year he was chiefly, as a private pupil, under the instruction of the Rev. William Craven, a kinsman of his mother, and a clergyman of the Church of England. During the five years spent in Quebec, he attended the classical and English schools there. One of the next three years in Ireland was devoted to study under the Rev. James Thompson, a Presbyterian divine, who, at Fort Henry, in the county of Cavan, took a limited number of pupils as boarders; and the greater part of the other two was spent as an irregular student in Trinity College, Dublin. Owing to the uncertainty as to the time when his family would return to the United States, he did

not enter the college as a regular student; but through the ability and constant attention of his tutor, who was also a Scholar, on the basis of that well known institution, he profited as much, probably, as if he had been matriculated.

In addition to the ordinary branches of a liberal English education, and those sciences usually considered part of it, he thus acquired a good knowledge of the Latin and French languages, a fair acquaintance with the Greek and the rudiments of German. But the wandering life he had been made to lead, though it prevented that finished regularity of training so essential to the acquisition of degrees and of high collegiate standing, conferred qualities of perhaps equal value—an enlarged view of the world, and habits of self-reliance became, in fact, a portion of his education. He was often heard to say that whatever of self-reliance, of directness of purpose, and of power to foresee distant results cleared from the mists of the present, he might possess, had been mainly conferred by the accidents and peculiarities of his whole education modified, restrained and improved, as it was, by a constant moral and religious home training.

Thus prepared for the battle of life, less by contact with books and schools than with life and scholars, it became necessary, on returning to Pennsylvania, in 1825, to select some profession or other branch of labor in which to engage. That of law was chosen; and here the same chequered, but broadly educatory course that marked his preparatory training again awaited him. His legal preceptor was Amos Ellmaker, esq., of Lancaster, whose office he entered in January 1826. This gentleman, himself a liberal scholar of the highest standing at the bar, soon took a liking to his new student and paid even greater attention to his general reading than to his legal studies. Having weak eyes, his students were necessarily much employed in reading to him, and most of this profitable labor devolved upon Mr. Burrowes. This led to an enlarged acquaintance, not only with the more advanced works on law, but on history, science, and general literature, and particularly on the political history of the country. In return for the labor of reading to him, Mr. Ellmaker was in the habit of explaining every word, allusion or passage, which was not supposed to be clear to the reader. We have never heard him refer to Mr. E. save in terms of the most grateful regard. Indeed, he retained for him to the last an almost filial affection.

After profiting for two years and a half by this liberal course of study, Mr. Burrowes entered the Yale College Law School in the summer of 1828. He remained here for one year, in the prosecution of his law studies, and in attendance also upon the lectures of Profs. Silliman and Olmstead on natural science. In the autumn of 1829 he was examined and admitted to the bar, at Lancaster, where he soon after commenced the practice of law.

Not being dependent on his own exertions for support, he did not confine himself to the law, but at once took an active part in the prevailing political questions of the day, more, however, as a writer and in directing party movements, than electioneering or speaking at public meetings. Thus, before he had acquired much practice or standing at the bar, he became somewhat prominent in politics, and was eletced to the Legislature in 1831 and 1832. Here he was mainly noted for regular attendance and attention to the business of the House, and an unswerving adherence to the principles and measures he approved. A series of humorous articles from his pen, during the session, attracted attention and increased his reputation as a political writer. Though he did not often take part in the debate, or speak at great length, he had as much influence as probably belonged to his years and qualifications; but being of a party greatly in the minority and very unpopular with the ruling powers, he did not figure on any important committee or otherwise prominently.

When, however, the party to which he belonged became successful by the election of Joseph Ritner to the office of Governor, in 1835, Mr. Burrowes, as a recognition of his great political services, was honored with the appointment of Secretary of the Commonwealth, the chief office in the gift of the Executive. He was then in his thirtieth year, and entered upon the discharge of the duties of the position in December, 1835. At this point began his first connection with the educational interests of the State, and, as he often frankly admitted, his first knowledge of the subject. At that time the Governor appointed all the executive officers of the State, except county sheriffs, coroners, commissioners, auditors, township constables, supervisors and assessors. All the rest—from a Judge of the Supreme Court to a justice of the peace, from Secretary of the Commonwealth to clerk of the lowest county court—were at his disposal. He had also the control of the immense system of public

works in which the State was then engaged. All this rendered the office very different from what it now is—and he found it no sinecure.

As confidential friend and official adviser of the Governor, much of the burden of this vast power and patronage devolved, of course, upon the Secretary. He has often said that, in the confidence of youth and the ardor of an active politician, he felt little hesitation as to his ability to acquit himself creditably of this duty; but that when, for the first time, he realized the vast importance of the educational portion of his responsibility, he was almost deterred from assuming it. Sustained, however, as he was, by the noble determination of Governor Ritner to uphold the newly-created system of Common Schools at every risk, he determined to remain at his post as one of duty; and to prepare himself to the utmost of his powers for its proper administration. In an editorial article which appeared some years since in *The Journal*, two or three paragraphs occur referring to this era, of so great moment in his public life, in which he says:

It was on political grounds alone that the writer was appointed [to the office of Secretary of the Commonwealth], and so little reference was there to the educational department of his duties, that he scarcely knew and certainly did not think properly of his responsibility in that respect when he entered the office. It was therefore with some surprise and no little alarm that he beheld the accumulated letters on common school affairs, from every quarter of the State, brought in a bushel basket about two weeks after the day he assumed the duties of the office,—the mass having been kept back to that time, owing to the pressure of more urgent business. He can never forget the headache,—aye, and the heartache,—produced by their perusal and the attempt to systematize and understand the vast subject thus presented. There were questions of every school hue, kind and shape,—involving difficulty as to the location of school houses, the assessment and collection of tax, the qualifications of teachers, the selection of branches of study and school books, the use of the Scriptures, instruction in catechism, modes of government, kinds of punishment, opposition to the system, etc., etc. And these, too, addressed to one who knew about as much of the details of school affairs as he did of the local geography of the moon!

What was to be done? Either the office was to be resigned, or an attempt made to prepare for its proper discharge. His spirit—unchilled by the third of a century which has since shed its sobering influences—forbade resignation as cowardly; besides, even if he retired, it was difficult to see where a successor with the necessary knowledge and experience could be found. The other expedient was therefore adopted; but here again there was difficulty. The time was so short, and the wants of the system so urgent, that careful preparation for the duties of the office, by a course of educational reading, including the history and condition of the systems of other states and nations, was out of the question, even if all his time could be devoted to the purpose, as it could not.

Fortunate, it is now thought, was this state of affairs. It threw the officer and the State upon their own resources. Instead of studying the Prussian or the New England system and copying after either—except in the single feature of freedom and generality of instruction—the actual social condition and the known educational wants of Pennsylvania were looked at, and the attempt was made to supply the one in accordance with the nature of the other. Not a single report, not a law, not a treatise from any other nation or State was examined. A great Commonwealth, with vast and growing resources—agricultural, mineral, manufacturing and commercial—yet with a population of a distracting variety of national origin, involving much variety in language, religion and customs, and with no very kindly feelings the one to the other, and, worse than all, with bitter hostility in the large majority to the system itself,—was beheld, and had to be taken as the field of operation. On this field, it is now evident as it was then soon suspected, that little light from abroad, in the arrangement of details at least, could be obtained. Thus it was that with little borrowed assistance, and founding it on the actual wants of the State and the few grand leading principles in the otherwise crude school laws of 1834 and 1835, the Pennsylvania System was built up by herself and for herself.

The opportunity of a life-time was now before him, and grandly did he improve it. The school law which had been enacted in 1834, he soon found inadequate and practically inoperative. He at once set himself at work upon the system. The ordinary duties of the Secretary's office occupying his time during the day—correspondence and other writing connected with educational affairs received attention at night, and usually late at night. The result of his investigations was given to the Legislature in a report dated February 19, 1836, at which time the revised school law of 1836, which continued to be the school law of the State until 1849, was passed as drafted mainly by himself. After two years' additional experience in, and study of, educational work entrusted to his charge, it had so grown upon his hands as to require, as he has told us, "half his time and nearly all his thoughts." Though it was a task that taxed all his powers to their utmost, he had gradually but surely evolved order from chaos, and this duty had been performed in such manner as to win for him from his ene-

mies the reputation of being one of the ablest men of the State. The result of this two years of thought and labor appears in what—when we regard the transition period at which it was written—is to our mind the most remarkable State paper of the kind we have ever seen, the Fourth Annual Common School Report, issued in 1838, which is republished in the February number, 1868, of this *Journal*.

On his retirement from office, in 1838, owing to a change in the administration and the party in power, he returned to Lancaster county, and devoted the next seven years of his life to farming, a life to which he was much attached. In 1845 he returned to the practice of the law in Lancaster. At this time he published a series of elaborate papers in the *Lancaster Intelligencer*, on the nature, defects and improvement of the common school system of the State, among other things strongly urging the appointment of county superintendents. He was elected to the city school board soon after his return to Lancaster, in which position he performed the active duties of director for a number of years, greatly to the benefit of the schools as then organized. In 1847 he published a carefully prepared work entitled "The State Book of Pennsylvania," which the writer recalls as a favorite reading book in the country school to which he then belonged. In 1852, in compliance with a resolution of the Lancaster County Educational Association, he began the publication of THE PENNSYLVANIA SCHOOL JOURNAL, the editorial charge of which, until within the past few months, has occupied much of his time, and through whose columns he has exercised a constant and potential influence upon the educational movement in the State. In 1855, at the request of the State Superintendent and other officials, he published the "Pennsylvania School Architecture." In 1858, he was elected Mayor of Lancaster, independently of party politics. In 1860, he was again appointed State Superintendent of Common Schools, which position he held for a period of three years of such active administration of the system as the disturbed condition of public affairs would permit. In 1865, he was appointed Superintendent of Soldiers' Orphans, which system of schools he organized and put into effective working operation. And finally, in 1869, he was elected to the Presidency of the State Agricultural College, to the duties of which position he gave all the energies of one who felt his hand put forth to the last work to which the Master would ever call him—and who was resolved, cost what it might, to do that work well.

He died where he would have chosen to die—falling bravely at the post of duty. In him, another of Pennsylvania's great men "passes on," the Nestor of her educational councils. Wreathe his name with immortelles! For, in what he has done for her system of common schools, Thomas H. Burrowes bequeathes to his native State a legacy of priceless value—one before which even that of a Girard pales to nothingness and fades from view. Pennsylvania owes to no man living a debt of gratitude so great as that due him whose life-work has so recently closed at her Agricultural College.

He was an original thinker, and for continuous and sustained thought, had great capacity; but he was always a student rather of men and the times than of books. He may not have possessed what is known as genius, but he had a keen insight into general principles and great acuteness in their application. He had also a certain keen sagacity in threading the labyrinth of politics, which, in his earlier life, made him invaluable to his party; but was too stubborn in his convictions and too firm in his following where these might lead, ever to trim for the breeze or drift with the current in the character—or rather the absence of character—of the time-serving, successful politician.

Without claiming profound erudition, in the modern sense of the word, he still possessed extensive and accurate knowledge on a wide range of subjects, with a refined taste in literature, and an innate love of the beautiful. His genial disposition, ready wit, and fine conversational powers, gave a charm to personal intercourse with him that will long be remembered in the wide circle of his friends. Few men have been more free from the defects that mar the pleasure of social intercourse; he had little narrowness of view, petty egotism, reckless vanity, or deceitful profession; but was frank and honest, tolerant of opinions at variance with his own, earnest in his convictions, and ever ready to clearly express and forcibly maintain his views by fact and argument.

No character is flawless—rarest of all that of a strong man who has fought through the heat of numerous political campaigns, and comes forth from the struggle with no "marks of the fire" upon him. But we pass by the animosities of the political strife in which he mingled, nearly all of whose leading actors are now in the grave, as well as the harassing embarrassments of business which brought so much of disquiet to his

later years, as subjects to be dismissed with this brief mention. Enemies he had, as strong men, positive natures, must have—faults he had, mistakes he made, and who is guiltless here?—but he was most loved by those who came nearest him, most honored by those who knew him best.

O for the touch of a vanished hand,
And the sound of a voice that is still.

His religious life was not demonstrative, though his faith was simple and his confidence in the guiding Love and Wisdom firm and sure. During his last days he talked much, but calmly, with his children, realizing, when face to face with the great mystery, more of the awful dignity of life and the grandeur of human duty. He retained consciousness to the last, and a few hours before the final change, to one inquiring how he felt in view of the prospect before him, his reply was, "All is well—all well." The closing hours of his life were calm and peaceful. Unable to lie down with comfort, he occupied a large reclining chair during most of his illness both day and night. About half-past three o'clock on the day of his death, he indicated a wish that his position in the chair should be slightly changed. This was done, and then for twenty minutes or more preceding dissolution he seemed not to move a muscle, but passed away so gently that when the last breath had gone the stricken watchers awaited still another.

His illness was brought on during the month of December, partly by over-exertion and exposure, the attack soon assuming the character of typhoid pneumonia. For some time it seemed as if this must prove fatal, but the skillful use, by his physician, of a recently-invented instrument by means of which, as we understand it, remedies may be applied directly to the lungs in the form of spray, afforded so great relief that he was accustomed to say of it, "It saved my life." After partial recovery from this attack, dropsy made its appearance, his lower extremities being affected and the disease extending itself slowly. He was hopeful of ultimate recovery until within a few days before he died, expecting soon again to resume his accustomed place as the active head of the College. The day before his death an abscess broke which had been forming in his lungs, and the existence of which had not been suspected. From this he sank rapidly until the following day, February 25, at 4 P. M., when he passed away into the quiet slumber that bringeth rest to burdened heart and toiling brain.

On a bright March day, the first of early spring, his mortal remains were tenderly lowered to their last resting place in St. James' (Episcopal) churchyard, at Lancaster, where of all places it had been his wish to lie—almost beneath the shadow of the church he loved so well.

The services rendered by Dr. Burrowes to the cause of common-school education—on the platform and in the office of State Superintendent—and his influence in frequent advisory consultation with educational committees in and out of the Legislature and with editorial pen during a period of nearly twenty years—will hereafter be considered more at length by the Senior Editor of *The Journal*, who was for full twenty years most intimately associated with the distinguished subject of our sketch, and whose own influence, during most of that period, in giving shape and direction to the educational movement, has been second only to that of the great man gone.—*J. P. McCaskey, in Pennsylvania School Journal for April, 1871.*

DR. BURROWES: IN MEMORIAM.

DURING the annual meeting of the State Teachers' Association held at Williamsport, July, 1871, the memorial exercises, in honor of Dr. Thomas H. Burrowes, were appointed for the afternoon of Tuesday, August 8th. Dr. J. P. Wickersham read the following series of resolutions, as a tribute of respect to his memory:

WHEREAS, Since the last meeting of this Association it has pleased Divine Providence to remove by death Hon. Thos. H. Burrowes, LL. D., one of the earliest friends and warmest advocates of our common school system; therefore,

Resolved, That the death of Dr. Burrowes is to us a source of profound sorrow.

Resolved, That as a man, as a citizen, and as an educator, the deceased deserved well of his fellow-men.

Resolved, That in a special manner, as a body of teachers, we recognize the following as among the great services of the deceased to the cause of education: The practical organization of our common-school system, as its head in 1836, 1837, and 1838, and the putting of it into full and successful operation; starting *The School Journal*, and editing it nearly nineteen years; valuable assistance in founding this Association in 1852, and in promoting its interests in subsequent years; framing the normal school law of 1857; three years of educational work as State Superintendent of Common Schools from 1860 to 1863; and carrying into effect the plan for the establishment of a system of schools for the education and maintenance of the destitute

children of soldiers and sailors orphaned by the war of the Rebellion, and supervising for three years the schools thus established.

Resolved, That we pledge our active co-operation in any effort that may be made by those more intimately connected with the deceased to express in some suitable way our gratitude for services rendered by him to the cause of popular education, and to perpetuate the memory of his good deeds.

Resolved, That a copy of these resolutions, signed by the officers of the Association, be transmitted to the family of Dr. Burrowes.

In presenting the resolutions, Dr. W., made the following remarks: In what I shall say upon the adoption of these resolutions, I shall not attempt an analysis of the character of Dr. Burrowes, nor the discussion in detail of his claims as an educator. Some day I shall undertake that task, in fulfillment of a promise made him years ago, and will perform it as best I can. To-day, I shall refer only to the services mentioned in the resolutions.

Dr. Burrowes was not the father of the Common School System of the State, in the sense of planning it; but it was he who put it into successful operation, as its head during the years named. During the eighteen months between the establishment of the system in 1834, and the time when he took charge of its administration, but little had been done. Out of 907 districts in the State, only 93 had put the system in operation, and there were but 451 schools, and 19,864 scholars. Immediately he commenced that work of organization for which, throughout his life, he displayed so rare a talent. He revised the law of 1834, and prepared a digest of it; prescribed all the necessary forms; carried on the immense correspondence incident to the introduction of the system; and when all this labor failed to reconcile the difficulties and make the whole work smoothly, he went out into the State, holding meetings in every county but eight, addressing the people, answering objections to the law, and explaining its workings. The result of all this labor was that when he left the Department the system was in operation in 840 districts, with 5,269 schools open, and an attendance of 374,732 pupils.

He also established THE PENNSYLVANIA SCHOOL JOURNAL. In 1852, in the old court-house at Lancaster, a teacher from the country rose and offered a resolution that a school journal be published in the county, of which Dr. Burrowes should take charge. He did so, starting with less than 50 subscribers, In this, as in many other undertakings, he showed a kind of faith or trust which to practical men seemed altogether absurd. But the publication grew, and soon became the State journal; and, during its nineteen years' existence, it has done a great work. While it is true that things may have been published in it, written by Dr. Burrowes, that ought never to have been written or published, still its power for good has been great, and its influence has greatly aided in the building up of our school system. It is but just that the teachers of Pennsylvania should recognize his nineteen years of unrequited labor in their behalf; for *The Journal* was never a source of pecuniary profit to him.

He was one of the founders of this Association. There is one present who will remember with me the first meeting of this body at Harrisburg, in 1852. Dr. Burrowes was President of the body, and so remained until the adoption of the constitution rendered him ineligible by limiting the office to teachers exclusively. But he always took a lively interest in the proceedings—scarcely ever missing a meeting—and often taking an active part in the proceedings, especially when great questions of State school policy were under consideration. There are few members who have attended as many meetings or done as much service.

He was the framer of our Normal School law. The idea of Normal Schools is not indigenous to Pennsylvania. The idea of our present system of Normal Schools may belong to others; the honor of successfully building up the first Normal School undoubtedly belongs to others; but the law under which they were organized was written and framed by him. Imperfect as it is, ours is the only organically-connected system of Normal Schools in the United States. Under this law, we have six schools now in operation, four others preparing for recognition by the State, and the remainder will be established before three years go by.

These are the noble fruits of his work, and many are here to-day who have experienced their benefits.

Dr. Burrowes again held the office of State Superintendent in 1861, 1862 and 1863. This was a time of war and the incident excitement, but under his judicious management the system was kept up to its full working capacity.

The last of his great services to which I shall refer was that of organizing the plan for the education of the orphans of our soldiers and sailors. No other State has made so generous provision for these; indeed, all the other States combined have not done so.

much in this respect as Pennsylvania. Few other men would have formed so extensive a plan, or been so successful in its accomplishment.

Between Dr. Burrowes and myself there existed for more than twenty years the closest friendship. We traveled, roomed, worked and counseled together, I trust, for the honor of Pennsylvania in her grandest work—the education of her children; and if a cloud came between us toward the last, it has all passed away to-day. If he had his faults—as who has not?—let them all be covered with the broad mantle of charity, while we cherish his many virtues, and revere his memory as one of the truest friends of the great cause in which we are engaged.

PROF. EDWARD BROOKS, principal of the Millersville Normal School, said that, having been intimately associated with Dr. Burrowes for several years, personally and professionally, he felt it his duty to add a few words to what had been so ably said. While the Common School system may not owe its birth to Dr. Burrowes, he was its father in the sense of having nursed it, brought it up and developed it from infancy to manhood. He was emphatically the father of the Nor, mal School system of Pennsylvania. He was sensible that the great defect of the system, when he took hold of it, was the lack of compent, trained teachers. In his first report he recommended that a normal school department be established in two different colleges at opposite ends of the State, and that an appropriation of $10,000 be made for that purpose. In his second report (1837) his ideas are more fully developed, and he recommends the establishment of two normal schools, distinct from colleges, and gives an enlightened plan for their management. In his report of the winter of 1838 he seems to have fully matured his ideas, and presents one of the ablest papers, if not the ablest, upon the subject of education, ever written in this country, Those ideas were germinal and prophetic; from them grew the law which he afterward framed, and under which our Normal Schools have grown up.

Dr. Burrowes was a large man, with a large brain, and large ideas. Years ago he advocated the erection of homes for the common school teachers, with gardens. In a large sense, the title of father of the common school system may justly be bestowed on him. But he is dead. His place is vacant to-day. The hand that penned the law is resting beneath the sod; the brain that developed these ideas is moldering to dust; the voice that so earnestly advocated them is hushed to silence. It is my sad privilege to drop a tear to his memory, and to lay my humble chaplet of eulogy upon his new-made grave. The best monument to a good man is the gratitude of the people whom he has benefited; and that monument the teachers of Pennsylvania will to-day erect to Dr. Burrowes' memory.

MR. CONLY PLOTTS, of Williamsport, added a word in memory of an old friend. He well remembered the convention which formed this Association, and the labors of Dr. Burrowes. With regard to the paternity of the system, so far as that honor could belong to a county, it should be awarded to the county of Lancaster. He had always looked upon Dr. Burrowes as a great educator, and could not let this occasion pass without some words of tribute to his memory.

MR. E. T. BURGAN, of the Agricultural College, Centre county, said that in 1868 the trustees of that institution fixed upon Dr. Burrowes as the man to reconstruct and reorganize it. He accepted, with the condition that he should have its entire management in his own hands. He undertook to harmonize the physical labor and the educational departments, and was engaged in that work up to the time of his death. On behalf of the faculty and trustees, he would say that his efforts had been eminently successful, and that the institution was now working better than any other of similar character in the United States, and stood on a firmer foundation than ever before.

HON. H, C. HICKOK said that soon after he reluctantly entered the School Department, he made the acquaintance of Dr. Burrowes, then the recognized common school oracle of the State, who called to see about his unfulfilled contract for the preparation of the "Pennsylvania School Architecture," and Mr. H. afterwards became the medium through which the manuscript and proofsheets passed between the author and the State printers. Their personal and semi-official relations became quite intimate, being in harmonious accord much of the time, but sometimes differing widely on practical questions of school policy; the one having the central inside view and responsibility, and the other judging from an outside and sometimes local standpoint. He then referred to Dr. Burrowes' large mental calibre, and suggestive fertility of resources; and the great ability displayed in shaping an early school policy, and molding the organization of the system in its infancy—citing

his last annual report for 1838, as, under the circumstances, one of the most remarkable documents in our educational annals; he being at the time a very young man, much younger than any of his successors in office, and without precedents to guide him.

Our Normal School law was written by Dr. Burrowes in compliance with a private request from the speaker himself to prepare a bill embodying State Supt. Andrew G. Curtin's recommendations upon the subject in his annual report for 1856. The manuscript, which came in a few days, was accompanied by a private note, saying: "If you get this bill through, it will be the best day's work I have ever done, and the best winter's work you have ever done." The bill did get through, "by the skin of its teeth," as an administration measure, near the close of the session, chiefly through the tact, address and influence of Col. Curtin, as head of the School Department and premier of the administration. The suggestive paternity of the law is undoubtedly due in its general features to Benjamin Bannan, Esq., of Pottsville, whose elaborate letter upon the subject to Gov. Pollock, in the winter of 1855, had, in the course of current correspondence, been forwarded to Dr. Burrowes for him to look at. That letter and the development of the Millersville Normal School were undoubtedly the germs that brooded in the mind of Dr. Burrowes, until at the right moment they ripened into the law as it came from his hands.

Among his latest correspondence with Dr. Burrowes, shortly before his death, not having heard of his illness, was a request, from data furnished, to prepare a bill for the re-organization of the Philadelphia school system, which has largely outgrown its swaddling clothes, and needs extensive reconstruction. If he had lived, that service would no doubt have been promptly rendered.

In reply to other speakers, Mr. H. remarked that the entire agency of Thaddeus Stevens in our school affairs consisted of two speeches in the House at Harrisburg; one in 1835 in defense of the common schools, in which he proved, by a dollar-and-cent argument, that the common schools were cheaper than the pauper schools which they supplanted; and the other, by far the more eloquent of the two, in 1838, in behalf of higher institutions of learning. The printed copy of this speech had fired his zeal and kindled his imagination in his student days, at the time of its delivery, and he had not lost its inspiration yet.

One of the oldest fathers of our school system was probably Samuel Breck, a wealthy bachelor of Philadelphia, recently deceased at a very advanced age, who procured his election to the Legislature for no other purpose than to establish schools for the people, and having gained his point, retired permanently to private life. Another patriarch in the cause was Hon. Samuel D. Ingham, of Bucks county, afterwards President Jackson's Secretary of the Treasury, who was the power behind the throne in Governor Wolf's administration, and is said in an emergency, to have dictated coercive terms in defense of the cause that were complied with.

In closing Mr. H. thought the resolutions presented were judicious, discriminating and just, and he could vote for them cheerfully, as well as for any other testimonial that might be proposed. He thought, however, that the best and most appropriate monument to Dr. Burrowes' memory would be the publication in book form of his educational writings and addresses.

Prof. S. S. Greene, of Brown University, R. I., said no single State could fairly claim so distinguished an educator as Dr. Burrowes. Rhode Island claimed her share in him, as one of the great educators of the country. His name was well known there, and highly honored. He was one who wielded a powerful influence among teachers, and in his death had fallen one who was a power in the cause. Having known him personally and by his writings, he had desired to say a word of respect and honor to the memory of a great and good man.

The resolutions were unanimously adopted by a rising vote.

ERECTION OF MONUMENT.

WORK BEGUN NEARLY TWENTY YEARS AGO.

THE following report of action had at the meeting of the Pennsylvania State Association, held in Philadelphia, is from The School Journal for September, 1872:

"Prof. J. P. Wickersham, chairman of the Committee on the Erection of a Monument on the Capitol Grounds at Harrisburg to commemorate the services of distinguished public educators, submitted a report, as follows:

"The committee appointed 'to devise a plan for the erection of a suitable monument in the Capitol grounds at Harrisburg, to commemorate the services of the chief founders and most dis-

tinguished promoters of our common school system,' beg leave respectfully to report—

"1. That, as a preliminary step in the matter, they prepared, and had passed by the Legislature, the following act securing a proper place in the Capitol grounds upon which to erect the monument:

AN ACT.

"To authorize the Commissioners of the Public Buildings and grounds to select a site in the grounds of the State Capitol for a monument to be erected by the Pennsylvania State Teachers' Association, in memory of the chief founders and promoters of the common school system of Pennsylvania.

"SECTION 1. *Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania in General Assembly met, and it is hereby enacted by the authority of the same.* That the Commissioners of the Public Buildings and Grounds are hereby authorized and required to select and appropriate a suitable piece of ground, in the public grounds of the State Capitol, for a site for a Monument to be erected by the Pennsylvania State Teachers' Association, or other persons acting therewith, to the memory of the chief founders and most distinguished promoters of the common school system of Pennsylvania.

"2. That they recommend the appointment by the President of the Association of one member from each county represented at this meeting, and five members from the city of Philadelphia, who shall choose, by ballot or otherwise, a central committee of five persons, who shall receive and have control of all funds raised for the erection of the monument, accounting for the same in a detailed statement of receipts and expenditures to the Association; and who shall, when the money raised shall reach the sum of ten thousand dollars, select a design for the monument, make a contract for its erection, and supervise the work. Vacancies in the committee to be filled by the appointment of the President of the Association.

"3. That they recommend the raising of fifteen thousand dollars in the following manner: The quota of each county and each school section in the city of Philadelphia to be two cents for every child attending the public schools; and the amount to be asked from each child to be two cents, each teacher ten cents, each superintendent one dollar, and each normal school five cents for every student and teacher connected therewith—all to be permitted to give as much in addition to these amounts as they may see proper—colleges, academies, orphan schools, and private schools of all kinds to be requested to contribute at their option, and private donations and State aid to be solicited. The money to be collected by the teachers and principals of schools on days appointed for the purpose, and paid on his receipt to the Superintendent of the connty, city or borough, having jurisdiction where the collections are made, except in the city of Philadelphia, where it shall be paid to the respective principals of the male Grammar schools of the different sections, these officers in turn paying it promptly on his receipt to the Chairman of the Central Committee,

"4. That they recommend that the names proposed to be placed on the monument, at the time of its erection, shall be reported to this body by the Central Committee on the monument, accompanied in the case of each name by a brief biographical sketch, setting forth the services rendered to the cause of popular education by the person whose name is thus proposed and that no name be engraved upon the monument unless it shall receive the unanimous approval of the Association. They also recommend that the monument be dedicated and the names engraved upon it with appropriate ceremonies, conducted under the direction of the Association.

"5. They recommend that after the completion and dedication of the monument, and the discharge of the central committee, the officers of the Association, *ex officio*, the President being chairman, shall constitute a standing committee on the Monument, and that no name be thereafter engraved upon it without first receiving the unanimous vote of the committee in its favor, followed by a unanimous vote of the Association itself, given after having read a statement as before mentioned of services rendered in behalf of common schools, and that this action be in order only once in ten years, and then be limited to a single name; the Association meeting in Harrisburg the year following that in which any name may be agreed upon, in order that the name may be engraved upon the monument with such ceremonies as shall be deemed appropriate."

Signed, in behalf of the committee,

J. P. WICKERSHAM,
A. N. RAUB,
EDWARD BROOKS,
S. F. CHRISTINE,
JESSE NEWLIN.

"Prof. Wickersham spoke briefly upon the adoption of the report, saying that all seemed agreed as to the propriety of erecting this monument. With regard to the names to be inscribed upon it, there had been a great deal said about the 'father of our Common School System,' but it seemed that no one man was more entitled to that honor than several others of its distinguished friends—all of whom should be equally honored. The proposition that each child should contribute a nominal sum was made in order that, as the next generation of school children grow up and see the monument standing on Capitol Hill, they may have the recollection that they helped to erect it. The teachers, too, will do their part; and after that is done doubtless the Commonwealth will contribute generously. We do not want the State to do all, but only to supplement our own efforts. Philadelphia can co operate with us, though her

system is different. The first bill to provide for common schools was drawn by Samuel Breck, who came from this city as a senator for that special purpose; and his name ought to be among those placed on the monument.

"It is not desirable that every man who has ever made an educational speech or been a normal school principal or a county superintendent, should have his name upon this tablet; and therefore the committee have guarded the selection of names with such extreme care—requiring a unanimous vote after a sketch of the candidate's services has been prepared and presented; and after a few of the more distinguished names have been inscribed, limiting the additions to one name in ten years. If we can produce in each decade one great man who will devote his life to the cause of education, we shall do well.

"The report was adopted.

"On motion it was ordered that a committee of one from each county here represented, be appointed for the purpose of carrying into operation the plan proposed by the committee and endorsed by the Association.

"The following is the committee, as appointed from the list of counties represented at the Association, one member being appointed for each county:

"*Committee:* Adams, Emma Warren; Allegheny, Jennie Ralston; Armstrong, Hugh McCandless; Beaver, Rev. Mr. Taylor; Berks, Jno. A. Stewart; Blair, A. F. Hostetter; Bradford, W. H. Thompson; Bucks, W. T. Seal; Cambria, Geo. Marsden; Cameron, J. B. Johnson; Carbon, R. F. Hofford; Chester, Dr. F. Taylor: Clearfield, Hattie Swan; Clinton, A. N. Raub; Columbia, M. W. Nuss; Crawford, Emily Sargent; Cumberland, D. E. Kast; Dauphin, L. H. Foose; Delaware, Mary Miller; Erie, H. S. Jones; Franklin, A. G. Huber; Huntingdon, H. L. Atkinson; Juniata, D. Robinson; Lancaster, I. S. Geist; Lawrence, M. Gantz; Lebanon, Frank Ibach; Lehigh, E. J. Young; Luzerne, Annie Lyle; Lycoming, M. N. Horton; Mifflin, Mary Shaw; Monroe, D. E. Schœdler; Montgomery, Joseph Gotwals; Northampton, W. W. Cottingham; Northumberland, L. J. McKean; Perry, Geo. C. Welker; Schuylkill, Jesse Newlin; Susquehanna, Mrs. M. L. Hall; Tioga, Charles H. Verrill; Union, A. S. Burrowes; Venango, C. H. Dale; Wayne, D. G. Allen; Westmoreland, Anna L. Paul; York, W. H. Shelley."

The committee, as appointed, was duly announced, but there is no further record of action either by the Committee or by the Association in the matter of the Monument. The project has simply been permitted to stand in abeyance, and by nearly everybody forgotten. Shall this General Educational Monument now be erected?

ORGANIZATION OF THE COMMON SCHOOL SYSTEM.

Governor Ritner's Secretary of the Commonwealth and Superintendent of Common Schools was Thomas H. Burrowes. At the time of his appointment Mr. Burrowes was only thirty years of age, and without any experience whatever in school affairs. Educated exclusively by private tutors or in private schools, and mostly abroad, his interest in the elevation of the poorer classes of society by means of universal education had not yet been awakened. As a member of the House of Representatives from Lancaster county, in 1831–2 and 1832–3, he had voted with the opponents of a general system of education. Of his own fitness for the office of Superintendent of Schools at that period he said at a later day: "I knew about as much of the details of school affairs as I did of the local geography of the moon." His appointment was therefore at first very distasteful to the friends of free schools, and the old soldiers in the Legislature, who had fought so long and so hard to establish them, justly feared that the administration of the new system had fallen into unfriendly hands, and for months they withheld their full confidence from it.

Never were men more agreeably disappointed. Ignorant of his duties, but determined to master them, oppressed with the magnitude of the undertaking but not shrinking from it, with increasing strength and growing interest as the task progressed, the new State Superintendent began the great work of organizing the system and putting the schools in operation. During the three years he remained in office he pressed forward this work with so much ability and zeal and with such a measure of success that his name well deserves to be ranked among the chief benefactors of free schools. Out of office, he continued to serve the cause he had learned to love, as a school director, as a contributor of educational articles to newspapers and magazines, as the founder and editor of THE PENNSYLVANIA SCHOOL JOURNAL, as a prominent participator in teachers' institutes and educational meetings, as the friend and adviser of those intrusted with the administration of schools, and as the originator of school policies and the framer of school laws; indeed, so wise was his counsel deemed and so willing was he to render assistance, that to the end of his days it may be safely said no important measure concerning the interests of public

education in the State was adopted that he did not aid in shaping. Called to the post of State Superintendent a second time during the first years of the civil war, in addition to his general duties, with a father's care he labored hard to protect the schools from the disturbing influences that threatened to weaken or destroy them. Towards the end of the war and after its close, he superintended the organization of the Soldiers' Orphan Schools, by which many thousands of children left destitute by the death of their fathers while fighting for their country were maintained and educated; and he was President of the State Agricultural College when he died, in 1871, thus closing in harness a long career of educational usefulness.

Apart from the correspondence relating to schools which pressed upon his attention, Burrowes' first official act as Superintendent of Schools was to prepare and present to the Legislature what he called a "Supplementary Report," called supplementary because the regular report for the year had already been read in the two Houses and published. It was dated February 19, 1837, and was evidently written before his judgment on educational subjects had fully ripened. Some of the views expressed in it were soon afterwards changed. Among other things he recommends that accepting school districts be allowed to discontinue the system when they become dissatisfied with it; that education in the common schools be rigorously limited to "the elements of a good business education," "reading, writing and arithmetic;" that no schools of higher grade than primary be established unless the directors have in hand "surplus funds" which they can use for the purpose, and that no children above the age of fifteen years be admitted into the schools. In regard to the branches which ought to be taught and the age at which children should be admitted into school, he says: "No community would or should bear the tax necessary to build school-houses and pay teachers, sufficient for the instruction of all persons among them under twenty-one years of age, in all branches of education which may be conveyed by means of their own language. It is defeating the very object we wish to obtain." Even at this early day he clearly saw the chief defect of the system, and thus points it out: "Teachers, then, well qualified, well paid, respected, *professional* teachers, are the chief want of the system;" but with the haste of one wholly inexperienced he adds: "In three years from the passage of a proper Act on the subject, the whole business of common school teaching might be regenerated in Pennsylvania. A new Profession might be created; a profession of the most uniform, respectable and useful kind." He thinks two institutions, one in each end of the State, under the care of two of the Colleges then in operation, "would soon produce a complete revolution in teaching," and earnestly recommends an appropriation of $10,000 for the purpose of their establishment.

Narrow and crude as were some of the views and recommendations in this report, there was still enough in it to show that its author was able and earnest, and to give promise of the good that was to come. The needed schooling for the duties of the place came mostly in the shape of the voluminous correspondence that required attention. The system was new and badly understood, and there were not then as now local officers competent to enlighten the school boards and the people in regard to the proper construction of the law, or the practical details of its application. In consequence, every mail brought to Harrisburg, from all parts of the State, a multitude of letters. The copied answers remaining in the Department show that, although the correspondence of the Secretary of the Commonwealth was then much greater than now, as all the county officers, judges and other magistrates were appointed by the Governor, and a vast system of public improvements was in full progress, he scarcely wrote one-third the number of letters that were written by the Superintendent of Common Schools. Information was constantly asked concerning every detail of the system—the election and organization of school boards, the location of school-houses, the assessment and collection of school taxes, the distribution of the State appropriation, the examination and qualification of teachers, the selection of branches of study and text-books, the use of the Scriptures and the Catechism in school, school government in all its branches, the residence of pupils, the opposition to free schools, etc., etc. To attend promptly to this immense correspondence taxed to the utmost the powers of the Superintendent; but it was just the discipline he needed to make him what he became, the great organizer of the system. His letters as a whole are a marvel of perspicuity, and furnish striking evidence of the study given the subject in all its bearings, and the care taken in their preparation. When the writing of letters became over-burdensome, resort was had to printed general notices and circulars,

of which a number were issued. Some two or three months after its passage, the Superintendent published in a pamphlet of twenty-two pages and forwarded to every school director in the State, the act of 1836, "with explanatory instructions and forms for carrying it into operation," together with forms for all the official acts of school directors. This was the first publication of the kind issued by the School Department, and doubtless furnished the model of all documents of a similar character published since that time.

Burrowes' first regular report, dated February 17, 1837, was a more elaborate and a much better-considered paper than his report of the year before, although far from being as sound as the work of his maturer years. He starts out by congratulating the Legislature "on the prosperous condition and cheering prospects of the common school cause." "At length," he says, "it has reached a point in its progress as an experiment, at which the certainty of its success may be confidently announced." A summary of the statistics are given as follows:

The whole number of districts in the State,	987
The number that had accepted the system	742
The increase during the year	209
The number of common schools in operation	3,384
The increase during the year	2,622
The number of teachers, male, 2,428, female, 966	3,394
The increase during the year	2,586
The number of pupils in the schools	150,838
The increase during the year	118,294
The number of children taught at public expense prior to 1834	32,544
The number of children in the State between the ages of five and fifteen about	320,000
Average salaries of male teachers per month	$18.38
Average salaries of female teachers per month	$11.96
Average time schools were open	4 mo. 3 days.

The amount and kind of work done in the School Department is thus stated:

During the year, three hundred decisions in cases of controversy, and letters of advice and explanation connected with the system, were written by the Superintendent. These have all been recorded in a book kept for the purpose. Fifteen hundred circular letters accompanying warrants for the payment of State appropriation, forms for reports, and on other occasions, have been sent from the office. An account has been opened with, and their proportion of public money forwarded to six hundred and three accepting districts under the present, and seventy-six warrants sent to counties under the former law. A copy of the school law of June last, in pamphlet form, accompanied with explanations, instructions and forms to facilitate its operations, was prepared and sent to the Commissioners of each county, for every school director in the Commonwealth, either in English or German; eighteen hundred letters, certificates and reports have been received, attended to and filed away; and the necessary calculations for the distribution of the public money, by means of warrants on the State Treasury, made.

The following is a "condensed view" of the defects pointed out in the law as it then stood, with the remedies proposed by the Superintendent:

Deficiency of funds—to be remedied first by the donation of a school house fund of $500,000; and, second, by the addition of $100,000 to the instruction fund.

Over-taxation—to be corrected by the increase of State aid.

Want of competent teachers—to be supplied, first, by the increase of funds to secure better; and, second, by the establishment of institutions for their preparation.

Want of attention and energy in directors—to be obviated, first, by decreasing their number from six to three; and, second, by allowing them and the other officers a moderate compensation.

The admissibility of *all* persons over four years of age into the schools—to be remedied by a restriction to five and sixteen years, with power in directors to admit persons over the latter age when necessary.

Want of restriction in the branches of study—to be remedied, first, by limiting to reading, writing, grammar, composition, geography, history, arithmetic and book-keeping; and, second, by the establishment of secondary schools for the higher branches.

In order that the $500,000 appropriated by the Legislature in 1837, for the purpose of aiding school boards in the erection and improvement of school houses, might be used to the best advantage, the Superintendent prepared and transmitted to each school district an engraved plan of the interior arrangements and furniture of a primary schoolroom. This plan was used in remodeling hundreds of old school houses and in building many new ones.

Nor did the Superintendent remain in his office, simply performing the work that came to his hand. In the summer and fall of 1837, and again at the same season in 1838, he spent some months in visiting the different counties, where he addressed public meetings, counseled with directors and teachers, explained the school law, settled disputes and differences, gathered stores of information for himself, and infused life into the working of the system. In this way all the counties were visited except eight, per-

sonal interviews were had with more than two thousand directors and large numbers of teachers and citizens interested in education, and numerous schools and some Academies and Colleges were inspected. In recognition of these useful services, the Legislature voted an increase of salary to the amount of five hundred dollars a year.

No document that ever emanated from the School Department is more worthy of study than Burrowes' third report, made in February, 1838. It is a masterly presentation of its author's views, matured by the experience of three years in the office of Superintendent, on the subject of public education in the State, present and prospective. The following paragraph will show how much these views have broadened in regard to the aim of the system since the writing of his first report:

The question which has been settled by the adoption of the Common School system does not merely declare that the people of Pennsylvania will have reading, writing and arithmetic taught, at the cheapest possible rate, to all, in half a dozen comfortable school houses in each township. This, to be sure, is determined, and is of itself a great deal. But greater and better things have been willed by the same vote. In the deep and broad foundation of the PRIMARY COMMON SCHOOL are also found the bases of the more elevated SECONDARY SCHOOL, the PRACTICAL INSTITUTE for the teacher and the man of business, the ACADEMY for the classical student, the COLLEGE for his instruction in the higher branches of science and literature, and the towering UNIVERSITY, from which the richest stores of professional learning will be disseminated.

The space of fifty years has not sufficed to bring into existence the "secondary school" of which he spoke thus sanguinely:

In other ages and countries, the lower orders might be confined to the rudiments of knowledge, while the higher branches were dispensed to the privileged classes, in distant and expensive seminaries. But here we have no lower orders. Our statesmen and our higher magistrates, our professional men and our capitalists, our philosophers and our poets, our merchants and our mechanics, all spring alike from the mass, and principally from the agricultural portion of the people. Of that portion few can afford to send their sons to the distant boarding school, to satisfy the thirst for increased knowledge acquired in the primary school. But satisfied it must be. The result will be that if their sons cannot be sent to the distant higher schools, the higher schools will be brought to their sons. This must be the case, because the parents thus circumstanced form the majority, and their decision will effect the object. THE SECONDARY COMMON SCHOOL will rise up in every district in the State, and within reach of all. The pupils who attend these will be of more advanced age and of greater strength than the primary scholars. They will consequently be able to walk much farther to and from school: and in this fact will be found the limit of their number. Three miles to school will be about as far as the most distant should walk; and thus we shall have the secondary schools within six miles of each other over the whole State.

Higher education has taken other directions than that contemplated in the report, but its liberal views are not the less to be commended in projecting, as the outgrowth and culmination of the system of schools then in course of development, the broad scheme of "Practical Institutes," free to the most deserving pupils of the highest grade of common schools, and County Academies, Colleges and Universities, united by a common interest and so aided by State appropriations as to be able to open their doors to all who desired to enter.

The great wants of the system are stated to be increased State appropriations and the improvement of teachers. In regard to the latter, the report speaks of the two modes of preparing teachers that had been partially tried, viz., that by means of the County Academies and that by means of the Colleges. Both classes of institutions had been aided by the State with a view of securing from them in return a supply of well-qualified teachers for the common schools, but as stated the result had been unsatisfactory. In consequence, strong ground was taken in favor of the immediate establishment of two Teachers' Seminaries, with provision for the establishment of three or four more in different parts of the State, as needed. Such schools, it was held, should devote themselves mainly to teaching the "art of instruction;" "knowledge in the other arts and sciences should only be imparted as incidental and secondary." "Model schools" would enable the "scholar teachers" to learn how to teach others.

The report reckons among the benefits of the free school law the following: the profession of teaching has been much elevated, the compensation of teachers is increasing, inquiry for the best school books has become more general, the odious distinction in school between the children of the rich and the poor has passed away, school houses have improved one hundred per cent. within three years, and the number of children attending school has fully doubled.

The school law of 1836 is thus commended: "This State has been most fortunate in the provisions of the school law of 1836. All

the ingenuity of the human mind, unaided by actual experience, could hardly have formed an act better adapted to commence and foster the system. It has stood the test of trial, and is found only to require a modification of its details so as to adapt it more completely to our peculiar circumstances, and to the rapid advance we have made in popular education."

In a concluding paragraph, the Superintendent indulged in a word of just pride with reference to the results of his work:

The undersigned has now fulfilled a duty of no ordinary magnitude. From a small incident to the office he has the honor to hold, the common school department of its business has grown up so as to occupy more than one-half of his time and nearly all his thoughts. It was a mere experiment—it is now a settled system. The great design of her public works is now largely and rapidly developing the unbounded physical resources of Pennsylvania. The mighty agency of the Free School will, if properly cherished and directed, bring out into employment the much more incalculable and precious treasures of her mind. Like the same system, that of education only needs a continuation of the fostering care which heretofore sustained and strengthened its usefulness. If this be extended, Pennsylvania will, in a very few years, be less celebrated for her canals and railroads, than for her schools and her Colleges.

With his own report, the Superintendent transmitted to the Legislature the report of Rev. Calvin E. Stowe, of Ohio, containing his observations on the schools of several countries in Europe. In accordance with the recommendation that accompanied the report, this valuable document was reprinted by order of the Legislature, and in connection with the home report, largely circulated in pamphlet form.

The Legislature of 1837–8 added the sum of $108,919 to the regular appropriation of $200,000, making the whole amount appropriated to common schools for that year $308,919, and provided that such a sum should be appropriated annually thereafter as would make the amount equal to one dollar for each taxable citizen in the Commonwealth. With this liberal enactment were passed several sections forming a Supplement to the law of 1836, amending that law in a few particulars calculated to perfect its practical working. Improvements were made in the method of collecting the school tax; a provision was inserted for vacating the seats of negligent directors and filling them with men who would attend to the duties of the place; it was enacted that an accepting district could discontinue the system at any triennial meeting by a clear majority of the votes actually polled, instead of by the votes of a majority of the whole number of taxable citizens, and free schools in accepting districts maintained by religious societies were henceforth allowed to receive a proper proportion of the school money only on condition that the directors were satisfied that they were not "injurious" to the common schools of the district. This Legislature was not only remakable for the support it gave to the common schools, but for the aid it extended to Colleges and Academies. A bill specially favored in the House by William H. Dillingham, of Chester, and Thaddeus Stevens, of Adams, was passed, making a liberal annual appropriation for ten years to the incorporated Colleges and Academies of the State which were able to comply with certain easy conditions.

Soon after its passage, the Superintendent of Common Schools issued the Supplement of 1838 in pamphlet form with appropriate explanatory remarks. He also published a pamphlet entitled "Regulations for Common School Districts." It consisted of two parts: "General District Regulations," and "Internal Regulations of the Schools." This was a most timely and an exceedingly useful publication, covering, with detailed explanations and instructions, the entire field of the duties of school directors. "The Internal Regulations of the Schools," were very full, embracing, among other things, rules under the heads of Discipline, Punishments, School Hours, Classes, Books, Studies, Order of Exercises, Seats, Sweeping School Room, Making Fires, Monitors. The intention was that boards of directors should formally adopt them, and then have them published and suspended in a conspicuous part of the school-room. Many pursued this course.

At the election in 1838, Governor Ritner was defeated by David R. Porter. Superintendent Burrowes found time, notwithstanding the heat of the political contest in which he was prominently engaged as chairman of the State Committee of his party, before surrendering his office, to prepare and submit to the Legislature, with explanatory remarks, two bills, one "To Consolidate and Amend the Several Acts relative to Common Schools," and the other entitled, "An Act to provide for the Establishment of Institutions for the Preparation of Common School Teachers." The first was a bill of sixty-eight sections, based mainly upon the law of 1836, but arranged in logical order by subjects, expressed in clear and concise language. All the pro-

visions of existing acts relating to common schools were covered by this bill, and it included a number of additions and amendments. The most noteworthy of the new sections were those which provided for the establishment of secondary or graded schools in country districts, and for the teaching of branches in the primary schools as follows: "Reading, writing and arithmetic thoroughly, and the rudiments of grammar, geography, history, drawing and vocal music." The second bill consisted of only three sections, and simply provided for the appointment of a commissioner for one year to investigate the want of well-trained professional teachers, and the best means of supplying them, such commissioner to present a report to the Legislature accompanied by a bill.

Neither of these bills appears to have been acted upon in the Legislature, but they were published, and served to educate public sentiment and to direct future legislation.—*From History of Education in Pennsylvania, by Dr. J. P. Wickersham.*

CONDITION OF SYSTEM IN 1890.

Not Including Philadelphia.

Number of Districts	2,325
Number of Schools	19,758
Number of Pupils	849,055
Average Attendance	574,817
Percentage of Attendance	.82
Average length of Term, Months	7.33
Number of Male Teachers	8,289
Number of Female Teachers	13,597
Whole number of Teachers	21,886
Average salary of Male Teachers per Month	$38 46
Average salary of Female Teachers per Month	29 83
Cost of Tuition	$5,438,587 21
Fuel and Contingencies	2,656,958 93
Purchasing, Building and Repairing Houses	2,131,322 71
For Tuition, Building, Fuel and Contingencies	10,226,868 85
Average number of Mills on Dollar for School Purposes	5.88
Average number of Mills on Dollar for Building Purposes	3.24
Amount of Tax levied	$7,923,622 43

Statistics of Philadelphia.

Number of Schools	2,607
Number of Male Teachers	93
Number of Female Teachers	2,514
Average salary of Male Teachers	$133 20
Average salary of Female Teachers per Month	67 17
Number of Pupils in School at end of year	116,389
Average Attendance	108,124
Paid for Teachers' Salaries	$1,499,102 76
Paid for Houses, Additions and Repairs	607,095 70
Paid for Books, Fuel, Stationery and Contingencies	595,354 79

Contrast with Dr. Burrowes' "day of small things" the following statistical statement relating to the Public Schools of Pennsylvania, for the school year ending June 2, 1890. These, from an advance copy of State Supt. Waller's annual report, show, in most striking manner, the wonderful development of our Common School work, and the enormous proportions to which this work has grown during the past half-century:

Statistics of the State at Large.

Number of School Districts in the State	2,326
Number of Schools	22,365
Number of Graded Schools	10,750
Number of Superintendents	119
Number of Male Teachers	8,382
Number of Female Teachers	16,111
Whole number of Teachers	24,493
Average Salaries of Male Teachers per Month	$39 86
Average Salaries of Female Teachers per Month	30 54
Average length of School Term in Months	7.38
Number of Pupils	965,444
Average Number of Pupils	682,941
Cost of Tuition	$6,937,689 97
Cost of Building, Purchasing and Renting	2,738,418 41
Cost of Fuel, Contingencies, Debt and Interest Paid	3,252,313 72
Total cost of Tuition, Building, Fuel and Contingencies	12,828,422 10
State Appropriation	2,000,000 00
Estimated Value of School Property	35,435,963 00

CARING FOR THE EYE IN SCHOOL.

BY CO. SUPT. M. J. BRECHT.

A FEW days ago one of our ablest professional men made the statement in a public address "That I am doomed to wear spectacles all the days of my life is because of the neglect or indifference of one of my teachers." There are scores of others who can trace trouble or affection of the eyes in one form or another to the same general source. A few years ago one of our leading physicians in the county visited a number of our schools to test the eye-sight of the pupils, and he found a majority of them with defective vision, produced, as he believed, by the study and habits of school life. It takes but a glance into the schools to confirm the fact that eye trouble or variation of normal vision is increasing. The

form that is most prevalent, and which is frequently not recognized by parent or teacher until permanent mischief has been done, is myopia or short sight. Oculists tell us that this form of disability is acquired much more than it is inherited. Among the causes which are believed to produce it chiefly are conditions which are largely under the control of the teacher, such as bad light, poor ventilation, straining the eye to read small type or words at too great a distance, and improper positions of the body. There are, of course, other imperfections of sight, but whatever their character or cause may be, let us permit this "sin of the schools" against the child to exist no longer.

The remedy is in the hands of the teachers. In the first place they must make it an object to come near enough to the child in spirit that they can sympathize with its mental and physical wants. The law puts it that they are in the place of the parents, and are expected to take the same interest in the child's welfare as if it belonged to them. It is therefore right for them to ascertain the state of health, the physical defects, the tendency to sickness or physical weakness of the pupil, that they may know how to promote his comfort and health, or how to guard against the evils of personal injury. They should learn whether the child is predisposed to take cold, to suffer from throat trouble or headache, and whether he has some impediment of voice or speech, some defect or peculiarity of vision or hearing, or some form of nervous or muscular debility. How such knowledge is to be obtained must be left to the tact and judgment of the teacher. Various ways suggest themselves; the most expedient should be followed. If the object is to test the sight of the pupils, the experiment will be as interesting to them as it is profitable. The test is easily made, without loss of time, and should be made by every teacher at least once a year. All the outfit that is needed is to get the best types for normal vision adopted by oculists, which may be obtained from any physician or which may be found in our works upon hygiene. The information obtained in this way may be a life-long blessing to the child. Where defects in vision are detected the case should be reported to the parents for treatment. If no attention is paid to the report, the teacher at least understands the case well enough to assist the pupil in giving his eyes needful rest and attention, and thus perhaps prevent further aggravation of the trouble.

But teachers must do more than test the normal vision of pupils if they wish to discharge their whole duty upon this subject. They must go a step further and remove the causes which so persistently destroy sight. Bad light is a prolific source of bad vision. Foul air and bad heating destroy it. Poor print and the blackboard ruin it. Crowding too much work upon the pupils and neglect of exercise injure it. These are all irregularities that may be controlled to a large extent by the teacher. Have we failed in doing this? Is must be so, or men like Dr. Agnew would not say that our schoolrooms are fast making us a spectacle-using people. Let us put the question directly: Have we given this important matter as much thought as we have given to the figures of arithmetic? Have we not been forgetting our definition of education by trying to develop the mind at the expense of the body? It is well to remember that in the race of life the full and healthy use of the senses, especially of the eyes, is worth more to the individual than the lore of the books.

Let us stop for a moment to ask this question: How many of our schools still continue the pernicious practice of requiring pupils seated at one end of the room to copy line after line of written matter from the blackboard at the other end? Is there anything strange about it if pupils suffer from poor sight when they are obliged to copy in this manner at all angles and distances and in any kind of light? No teacher has a right to require such work from his pupil—neither has he a right to throw the responsibility upon the pupils by asking them if they can see it well enough to copy. Children talk under the impulse of the moment, and what may seem easy to them for a few minutes grows painful before the required work is finished. The judgment of the teacher based upon the rules of hygiene and his knowledge of the child is a safer guide in such a delicate matter. If the blackboard must be used for such work, let the pupils be permitted to get into the best position not over eight or ten feet from its surface. A similar mistake is often made in large classes where the members at one end of it are expected to look at work upon a board or chart at the other end which is at so oblique an angle that it strains the eye to distinguish anything. In such cases the class should be formed into a compact body of several columns and stationed directly in front of the work.

Then we also have an example of vision in an oblique line when two pupils are per

mitted to read out of the same book—frequently one is tall, the other small. Both want to see. The effort is a compromise with the book too near to the one or too far from the other. Can we not correct the careless way in which many children hold their reading matter, by giving them special instruction upon the distance the object or page is to be held from the eye? Can we not impress upon their minds certain regulations which it is important for them to observe if they wish to enjoy good sight? Can we not prove to them by the effort which we make in guarding against glaring or insufficient light by means of window shades and other simple appliances, that we are interested in the care which they are taking of their eyes?—*Lancaster Inquirer Supplement.*

MEMORIAL SESSION.

ADDRESSES BEFORE THE LANCASTER COUNTY TEACHERS INSTITUTE.

THE Memorial session in honor of Dr. E. E. Higbee, held on Friday afternooon, November 14th, was an impressive occasion. The music was appropriate, his own hymn, "Thy Glory Thou didst Manifest," being grandly sung by the great audience. The formal address, made by Dr. B. F. Shaub, former Superintendent of the county, was followed by extended remarks by Messrs. Gable, Weaver, Lesher, Gates, McCaskey, and County Supt. M. J. Brecht. Mr. Weaver began his remarks by telling, in the words of the text, the beautiful story of the alabaster box of precious ointment, as given in the fourteenth chapter of Mark:

And being in Bethany, in the house of Simon the leper, as he sat at meat, there came a woman having an alabaster box of ointment of spikenard, very precious; and she brake the box and poured it on his head.

And there were some that had indignation within themselves, and said, Why was this waste of the ointment made?

For it might have been sold for more than three hundred pence, and have been given to the poor. And they murmured against her.

And Jesus said, Let her alone; why trouble ye her? she hath wrought a good work on me.

For ye have the poor with you always, and whensoever ye will ye may do them good: but me ye have not always.

She hath done what she could; she is come aforetime to anoint my body to the burying.

Verily I say unto you, Wheresoever this gospel shall be preached, throughout the whole world, this also that she hath done shall be spoken of for a memorial of her.

ADDRESS BY DR. B. F. SHAUB.

Little did we dream as we sat in this room one year ago, at the last meeting of the County Institute, listening to the words of wisdom and encouragement, then so eloquently uttered by the late Superintendent of Public Instruction, the lamented and beloved Dr. E. E. Higbee, that at this meeting of the Institute we should be holding a memorial session, commemorative of his distinguished services to the cause of education and in honor of his name and shining virtues.

With us one little year ago, the chill weight of a winter's snow already on his grave hath lain, and to-day, with bowed heads and bereaved hearts, we meet to honor his memory, to record our appreciation of his worth, and to express, as best we may, the deep affection which we ever cherished for our departed friend.

We all admired and loved him. To some of us, he was especially near and dear. To me it would be a pleasant thing to dwell upon his life and history from his boyhood to the close of his eventful career. But, even if time should permit me to do so, this is entirely beyond my present scope, I think it more appropriate to devote the brief period of time at my command, on this occasion, to the simple statement of a few things which I learned concerning him in his maturer years, whilst he was at the head of the public school interests of the State.

In company with a friend, a Superintendent of schools, I called to see Dr. Higbee at his office in Harrisburg, soon after he entered upon his official duties. We both called to consult him about our work as superintendents. Neither of us will ever forget that interview. His courteous manner, his gracious words, his child-like simplicity, so won our affections and awoke our admiration and esteem, that, at the very first opportunity, my friend remarked with great earnestness, "Well, the school interests of Pennsylvania are safe in the hands of Dr. Higbee. I feel sure of this; for he is a broad, wise and true man." To our surprise he gave us points, in answer to our queries, that we had not expected to receive from one so new in official position. He impressed us with having a wonderful penetration into a work which was certainly not then familiar to him. Indeed, he freely acknowledged that he was not familiar with it, saying to us, "I must study this work. Any help that I can give you is always at

your service. But, before I can be of much worth to the Superintendents of schools, I shall have to go over the field and thoroughly investigate it. To do so is my fixed purpose."

We all now know how he adhered to this purpose. He went over the educational field in this state, in the fullest sense and in every sense. As a result of this investigation, he seems to have concluded, that the educational factors most needing attention were the personal, the living ones, rather than the mere mechanical ones—the children, the teachers, the directors, the superintendents, rather than the machinery of the system. So he gave his chief attention to these, and wrought a mighty work for them and in them and through them—a work which will live to the "last syllable of recorded time."

How he pleaded for the children! He had a genuine love for them. No "herd of brats" were they to him. Do we not all remember his favorite quotation, given almost every time he spoke about the children—given in his ardent way, so as to burn into our very souls the truth expressed by the poet—

> Trailing clouds of glory do we come
> From God, who is our home.

And in the fervent address made here two years ago, when he so eloquently pleaded for better houses, better grounds, better facilities for the children, how effectively he quoted the words of the Master, "Take heed that ye despise not one of these little ones; for I say unto you, that in heaven their angels do always behold the face of my Father which is in heaven."

In the death of Dr. Higbee, the children have had removed from them a wise and sympathetic friend. Let them be encouraged to keep his memory green.

The teachers—how he was interested in them! How he labored in the Institutes, in *The School Journal*, everywhere, in season and out of season, to have them open their eyes, unstop their ears and unlock their hearts, so that wisdom and truth and love, with all their heavenly train, might enter in and take full possession of their entire being. No merely human teacher, so far as I know, has ever done more than Dr. Higbee did to elevate the teacher's profession, and to lead teachers to appreciate the true nature of their work. Whilst not ignoring method and plan in teaching, he yet regarded these as subordinate, and always sought to make the teacher feel that in him—the teacher—were the real forces that mould the pupil, and, quoting his own words, that, without this "moulding power of the teacher's character upon the lives of the pupils, the school work must fail."

Dr. Higbee loved to advise with and to teach teachers. He was so full and so clear that he could not but teach. Even in examinations of teachers he would teach. It is safe to say that he never examined a class without an effort, at least, to put more into the teacher than said teacher then possessed. He usually left the class richer in truth than it was before. His examinations were brief, but searching, penetrating with a few master strokes to the very centre of the subject in question, and usually showing in the most masterly and skillful way the hidden and most interesting relations of the different branches of knowledge.

An examination in single entry bookkeeping, on a certain occasion, evolved into one of the most suggestive and practical lectures on moral philosophy that I ever had the privilege of hearing or reading—all evolved in his matchless way from the common little abbreviations, "Dr." and "Cr."—*debeo*—I owe, I ought, I should; *credo*—I believe, I trust—the moral basis of the business of the world.

An examination in botany evolved into a discussion of infinity in mathematics, and of The Infinite—all from a talk about the seed of a plant. Similarly an examination in higher Latin developed into a most learned and delightful talk upon the spiritual element in language, lifting all present far above the mere letter or words of a language, into the lofty fields from which they emanate, and throwing a new and beautiful light upon the familiar expression, "The words which I speak unto you, they are spirit and they are life."

In the death of Dr. Higbee, the teachers' profession has lost one of its brightest ornaments, and teachers personally, a kind, genial, helpful friend. The Teachers of Pennsylvania in the grand Memorial work which they have undertaken and which they are now actively pressing forward, will gladly do what *they* can to keep his memory green.

All who came into close contact with Dr. Higbee felt the sweet influences of his charming personality and acknowledged his rare intellectual power. In their minds his name and memory will ever be associated with the sweetest and best of life—with humility and purity and helpfulness.

Dr. Higbee was a grand moral hero, bearing with unflinching courage burdens

and trials, persecutions even, which would have crushed ordinary men. He was cheerful and hopeful—ever in sympathy with all that is true, and lovely, and of good report—and had that innate modesty and sweet Christ-like charity, which "seeketh not her own," and which "thinketh no evil."

He is gone. We miss him. We look in vain for his familiar form. We listen for his voice, but the rich music of his silvery tongue shall fall no more on human ears. But in that spiritual realm to which we all are hastening, he lives and acts. There all his wondrous powers find "sweet employ."

In the great drama of life in which he was so conspicuous an actor, he performed his part well; and, leaving behind him a precious influence that will never die, a name that will brighten as the ages roll by, from the heaven-kissed heights of self-sacrifice, purity and victory, he stepped to the sky.

ADDRESS OF PROF. J. C. GABLE.

Mr. President: I am proud of the teachers of Lancaster county, proud of their marked respect for the memory of Dr. Higbee. His interest in, and love for us, co-workers with him in his own home and county, were full indeed. Could we do less than make generous response to that love which he so freely gave? There are in this county at present 633 schools. Of these, 415 have already responded to the call of the Committee appointed by the Pennsylvania State Teachers' Association to devise means to perpetuate his memory. The Wednesday before Thanksgiving, or a day at the Christmas season, has been suggested by the committee for special memorial contributions in those schools where no such contributions have yet been taken; and I feel confident that when the final returns shall be made, very few schools if any, and I trust not a single teacher in Lancaster county, will be missing from this roll of honor.

Men live, die, and are forgotten. Not so Dr. Higbee. He has left his name and his character so deeply stamped upon the teachers and pupils of this commonwealth that his dearest and best monument will be in the hearts of those who have learned to love him. We knew him not so intimately as some others here present, but closely enough to know that he was the soul of honor and justice. He was ever ready to sacrifice his own interests, or even *himself* if necessary, for the good of the cause in which he was engaged.

He knew no rest, no pain, no simply physical restrictions when there was work to be done. He saw in the million school children of this State a means by which he could do infinite good for them and the generations yet unborn. He recognized his opportunity, and he threw himself into the work with all the intensity of his great nature.

Among the best of our great scholars, if not the very best *general* scholar in the State, he had the simplicity of a child. The most difficult points became clear under his elucidation, and, as he put them, the simplest thoughts possessed a new meaning and beauty. His intense love for nature, his knowledge of the birds, beasts, flowers, rocks and trees, gave him delight everywhere and at all times, and he was far too generous not to share that delight with those with whom he walked.

He loved little children, and to me there is no better test of the soul inside than a love for nature and children. His was the simplicity of all truly great natures. Coldness and reserve are often used to cover up known weakness, and are common to those who cannot bear to expose their true selves to the light of close inspection. He had none of it—and he needed none.

We, of the schools, owe him much in that after a severe and prolonged struggle, he first pushed up the State appropriation for Public Schools from $1,000,000 to $1,500,000; then by another mighty effort up to $2,000,000, or just double what he found it. He had placed his mark still higher, and was looking forward towards another million, when he was so suddenly stricken.

Take one example close at home. Lancaster City to-day receives $6,350 more as her yearly State appropriation for her schools than she did before Dr. Higbee took the office of State Superintendent. Lancaster County receives $29,700 more. Every school district in the State had its appropriation increased in like proportion.

His main purpose in these increased appropriations was that they should be used to pay better salaries to the teachers. He hoped thus to raise the standard of excellence in the schools and efficiency in the teachers, and to build better school-houses with ample play-grounds and proper surroundings; for he recognized, as all true educators must, the fact that the body comes first in the plan of education. He was much disappointed that some districts in the State had misunderstood the object of the increase, and had used the money thus gained, not for

the purposes intended, but to lower their rate of school tax. Do we, the teachers of Lancaster city and county, owe him anything? Our sense of right and gratitude must give each his own answer.

May God grant, when our time comes to die, that our last end may be like his—with our life-work well done, but the harness still upon our back, and fighting in the van of the battle!

ADDRESSES TO TEACHERS.

THE time of the meeting of the Teachers' County Institute has become in many places the most important week of the year. The influence of the work done here in the way of knowledge imparted, suggestions received, impulse given, and latent energy awakened, cannot be estimated. Many a teacher whose life is of priceless value to his or her pupils, dates the real beginning of that professional life to some Institute he has attended, and to some good man or woman upon the platform who spoke straight to the soul, unwittingly indeed but none the less truly, as the voice of an angel of God.

We have just attended the sessions of an Institute of six hundred and fifty teachers in Lancaster County, directed by Co. Supt. M. J. Brecht; addressed by Dr. A. E. Winship of Boston; Prof. L. B. Handy of Delaware, Dr. E. O. Lyte of Millersville Normal School, Supt. R. K. Buehrle of Lancaster, Dr. B. F. Shaub of Lancaster, Prof. W. S. Goodnough of Cleveland, and others; and feel more impressed than ever with the great importance of these annual gatherings. Best of all in connection with them is the inspiration they afford.

From the addresses delivered on many subjects, we take those of State Superintendent Waller and Mrs. Mary A. Livermore, regretting that our space will not permit more full report of what was said and done during the week.

ADDRESS OF STATE SUPT. WALLER.

Dr. D. J. Waller, Jr., State Superintendent of Public Instruction, was present on Wednesday afternoon and in an address to the Institute, spoke substantially as follows:

Lancaster is associated with the names of Burrowes, Wickersham, Higbee and *The School Journal*, and I cannot appear here without the feeling that this community is deeply interested in the work of education—a work calculated to stir the blood of a patriot. Even those countries whose first object is to create armies give education the next place. France, determined to wipe out the stain of defeat, resorts to education, and to-day ranks first in Europe educationally. To us education is even more important. We must make citizens of the immigrants from every land who crowd our centres of population.

Our public school system is to our nationality what the stomach is to the body—taking in all this foreign material and transforming it into the bone and sinew of citizenship. One's patriotism is stirred in looking over the schools of a city, where black and white, Jew and Gentile, native and foreign children, are learning to read and write and sing together. Passing from grade to grade, the transformation in the foreigners is wonderful to witness. Like the stomach, however, an overcrowded school system is liable to dyspepsia, and dyspepsia, always an annoyance, may render them comparatively useless. Other diseases also arise from bad surroundings, poor ventilation, etc.

What have we given to our schools? and what have we a right to expect from them? First, I would emphasize the fact that we have a general system of which we hear too much said that is disparaging. While in a neighboring State we admire the unity and fine mechanism of their system, let us not forget that our founders deliberately chose to leave scope for variety—and this is not a defect, but evidence of their wisdom. We find our fundamental principle to be the maximum of local control with the minimum of centralization.

In another State a commission of six educators, appointed and salaried by the State, go from county to county to conduct the institutes, while the county superintendent, if he sees fit, may "go fishing." How would that suit you in Lancaster, where your Superintendent studies your special wants and selects his instructors accordingly? So you see that in variety is our strength.

Under our Pennsylvania system we have acquired large school property, and will get more; we have a strong body of superintendents, and will soon have closer supervision; we have grown, and are growing. The constitution gave us a million appropriation, the Legislature has increased it to two millions, and the people approve, because they are in love with their system.

Now, what is required of the schools in return for what we give them? We want better results. Rejoicing in what has been done and is doing, we look forward with hope to a

grander future. Our buildings must be improved—you in Lancaster are educated on that point. We want, above all things, better teachers, to take the children from all kinds of homes and develop them into strong and true men and women—for the children are not for the school, as cordwood is for fire, but the school is for the children. Yours is a grave responsibility; see that you discharge it so well that in after life your pupils will look back upon you as we all do upon some one or other teacher of our childhood days.

How shall we secure the best teachers? The law provides examinations to test knowledge, and from the successful candidates the directors are supposed to select the best that can be obtained. Then we need visitation of schools. Directors excuse themselves as not qualified to judge; but they can appreciate neatness and order, good humor and kindness in the sports, good manners on the road. The Superintendent decides upon the ability of the teachers. Above all things I would say to the Directors: When you get good teachers, keep them—just as you hold on to a good man whom you have tried in your own business. Let them know you appreciate them. No good teacher is spoiled by commendation, or by making his place pleasant to him. The true teacher finds a reward in the growth of his pupils' minds under his moulding touch; but it is our business to see that he has pecuniary evidence of our appreciation. We cannot and ought not to get good teachers for nothing; they have employment from six to ten months only, and must earn a year's living.

Lancaster county, great as she is educationally, has plenty of room to grow. The average tax rate in this county is 2.54 mills; the average in Pennsylvania is 6.19 mills; some counties greatly exceed this—Cambria is over ten mills, Cameron over eleven, Potter over twelve. What a margin you have even to reach the average—and what a magnificent school fund even that would raise!

Sixteen of your districts have only the six months' minimum term, giving you only a half year's use of your real estate, and that at the time when fuel is highest. Some time is always lost at the beginning of the term, and this loss is greater proportionately the shorter the term. Think of districts with the maximum thirteen mills tax who can then have only six months, unless helped out by private contributions from public-spirited individuals, as in Tidioute, where a few gentlemen agreed to secure manual instruction by making up the balance of cost as long as the district levies the maximum tax.

I trust you will recognize the broad margin in your favor and raise such a fund as will place Lancaster where she ought to be—in the lead. This spirit is abroad—I hope to see it manifested here. Recognize your opportunity, rise to its requirements, and magnificent will be the results. Having given to your children the instruction you can well afford, in United States history and civil government, they will appreciate their country, and should the occasion arise (we pray God it may not) when she needs defenders, the public schools will have trained an army alive with the inspiration of patriotism.

OUR BOYS AND GIRLS

was, on Wednesday evening, the subject of a lecture by Mrs. Livermore, of Boston. She was gracefully introduced by Dr. A. E. Winship, editor of the *New England Journal of Education*, and the leading instructor of the Institute during the week. He pronounced her an exception to the familiar proverb that "a prophet is without honor in his own country." This prophet is nowhere honored more than in her own country, where she attracts the most cultured audiences. It was his good fortune to perform this service for the seventh time, and in doing so, he presented a philanthrophist, a heroine, a noble woman—Mrs. Mary A. Livermore. The lady then delivered her lecture on "Our Boys and Girls," of which we give a brief sketch:

For fifteen centuries, except the last, Western Europe gave form to the world's civilization, but during the last century the leadership has been changing hands from the Old World to the New. When Matthew Arnold returned from visiting us, he wrote: "The ultimate form of government is republican; none but America is destined to lead, and God grant she may lead wisely." Gladstone said a year ago: "America will take the leadership, and we shall all be made over by her; and it is of the utmost importance that she be right." Whether for better or worse, then, America is to go to the front.

The fathers were forced to leave behind the old traditions, so they put into the new society much of their own strong, fearless, God-fearing manhood; and by it we have grown so great that foreign officials can scarcely believe our statistics. If we were not ourselves part of it, how could we be

lieve that three millions had grown in a century to sixty-three millions, and that a people bankrupt in all things, without a friend except France, and she from interested motives, had grown in the same century into the richest nation on the globe, with a wealth that is appalling, unless we put it to the right use, and being first, take our true place as "servant of all."

The Pan-American deputies who visited us not long ago went about from city to city, hob-nobbing with the capitalists, asking for a railroad to close the break of 6000 miles between the lines of the North and South American systems. That road will be built, and our grand-children will say as they look down into the craters of the old volcanoes, "Our fathers talked about this, but we did it—the old folks were a little slow." And this whole western hemisphere, (for Canada must gravitate to us,) will be a chain of republics, from Alaska to the Straits of Magellan.

Looking to such a future, how thankful we should be that so much of good was put into our republican system by its founders. And what a glory to live in these days, when twenty years is a longer life than Methusaleh's in his day—when we know more than Solomon in all his glory—when a hundred years enriches the world more than any previous thousand. And one of the most hopeful signs of the times is the desire to learn; Brazil had no sooner got rid of the last American king, than she set to work to find teachers for her people.

Into this wonderful age, when everything is instinct with life and struggling for expression—the evil as well as the good—our American boys and girls are born. The picture has its dark side—an emigration of people largely fit for penitentiary and poorhouse, and Congress too busy making Presidents to give it attention—and other things we have not time to consider; yet with all this background our history may be so illustrated—not when displayed as a mere skeleton, but its life and movement—that in the minds of our children it shall beggar and pauperize that of all other nations.

The average American child has the advantage of being born brainy, plucky, energetic. The boy at least may reasonably be taught to expect, not the hundred millions that are amassed by stock gambling and railroad wrecking, but a competence by the time his powers fail. And the time is coming when wholesale robbery will be prevented by just law. The American boy and girl have also more done for them in the matter of education than those of any other country. Almost anywhere in America it is possible to get a fair education, and in many places a superb one.

One change is coming—we shall have compulsory education, from which no boy or girl can escape. This is essential, and our duty; where the governed are also the governors, it is not safe to permit illiteracy. Education must include all—black and white, deaf, dumb and blind; for these classes we are already doing much, since the deaf are taught to speak plainly, and the blind to read and even to print for themselves; and at Media, in your own neighborhood, is a school for darkened minds which has no equal in the world.

But what must wo do for the average boy and girl? First, see that they have good bodies—provide for physical training in every school. This is becoming a matter of applied science; at Bryn Mawr College a girl is measured by a machine and her needs at once made manifest to the physician. Here the boys need less looking after than the girls, but we must not forget them entirely. Dr. Hammond tells us the growing boy should never touch tobacco or alcoholic liquors, though he permits their use in moderation to men.

Industrial education must come, and in a measure has come, since in Boston a thousand girls graduated who had been taught to cook, to make and mend clothing, and other housework which most of them needed to do in their daily life. We need such teaching everywhere, and will get it. The happiness of many a home depends in large measure on such things: well-fed men are better-humored and happier; much of our morality is in the keeping of the cook. If your last meal suggests fiends inside you, brotherly love will not prevail.

We need moral education in the school. Often the father has no time; the mother is overburdened, but does the best she can. Let the father at least not undermine her work. When the boys misplace or upset things, do not say too much about it. But the moral education for which the overburdened mother has not time may be helped out by the school; they may there learn duty to themselves and each other, to be honest, industrious, truthful, loyal to trust, honorable. We do not hear so much of honor as we used to do; let us remember to inculcate it the more. We cannot teach religion, since the school is for Christian and atheist, Jew and Gentile; but the teacher can always teach by example, by

practicing what he may not preach. That kind of education we must come to by care in the selection of our teachers. We often hear parents say, "We want our girls to be good wives and mothers." But they must first be good *women*, and then they will be good wives with rare exceptions, and even then you might find something amiss in the husband. Why not strive as anxiously to fit sons for good husbands and fathers? We must have both good husbands and good wives to make good homes.

I know this is a large undertaking—but we can do it. We are not a bad people; most of us mean to do right. We used to hear often that "we cannot do enough for father or mother"—and it is true that the debt to a good father or mother can never be paid, and equally true that many children owe their parents nothing—but as our children grow up around us we ought to feel that we can never do enough for the children. As every pope feels it his duty to add something to the grandeur of the Vatican, so every adult should feel the duty of leaving the world better than he found it, and not going out of life till he has added something to the inheritance of the children.

Things are never so bad that they cannot be improved. Every age, every year, every day, is a transition period. So soon as we get up so far that we can see a loftier height, we must prepare to scale it. One of our nearer steps is compulsory education. Where people are too poor to buy books, let them be given free—or better, make them free to all, and let those who are able and willing pay if they choose. All these good things are coming. Pay no attention to those who croak that this nation is about to sink while yet in sight of the port whence she sailed. Too much of God and God-like manhood went into her for that—such a vessel carries an earthly immortality within her! But we must have a larger education, that will give us nobler men and women—that will take the immorality out of business and society. We will need no French Revolution—the labor question and all other problems will be peacefully solved, and America will live to lead the nations up to a higher life. She may need to be disciplined, purged by calamity; but she will rise cleaner, stronger than before, to build the temple of the future on the foundations laid in blood and tears. Then shall her great destiny be realized in a nation of free, educated, moral people, whose God is the Lord—an example that will draw after it the nations of the earth, as the moon lifts the waters and the sun controls his planetary system.

TALK BY MRS. LIVERMORE.

On motion of Miss May Lawrence, Mrs. Livermore, who was present at the meeting of the Institute on Thursday morning, was requested to address the teachers. She complied, and was received with a warmth that must have pleased even a veteran platform speaker. She began by warning against resorting to tricks in the competition for "the head of the school"—giving an experience of her own, and paying a tribute to one of her teachers, Mr. Mackintosh, a deacon in the only church Ralph Waldo Emerson ever served as pastor. "It does not pay," he said, "to get up by unfair means." That is the kind of principle to develop in your pupils; then will they be self-respecting instead of self-seeking, and will generously rejoice in the success of others. This is building character. We can get away from the discomforts inflicted by others—patience and time remove them—but we can never get away from ourselves; and that teaching which makes character is above all price.

She remembered well when it was counted impossible to keep school without whipping—how it pained her to hear the "whish" of the rattan descending upon some shrinking, nervous little girl, and how she determined to have a private school without corporal punishment, rather than to take a good position in the public schools with it.

She told of an unpromising boy whom she had almost refused to take, but when he replied to the question whether he would like to come to her school that he "would rather go there than go to heaven" she gave him a trial, and after much discouraging experience at last got at his heart by discovering and making use of his mechanical genius, and gave him a start that resulted in a successful man and a lifelong friend. Let the teacher's patience be perfected in those cases that have become troublesome by habit; do not make many laws nor be overstrict. Give the child a chance; it will pay him, and still more richly pay you in loving gratitude. My old teacher's name never got into the papers—he was only a schoolmaster—but to him is due the honor of laying the foundations of character in more than one who has done good work in the world. To do this work, we must have our heart and soul in it—we must be true teachers. The hard old system made strong men and

women—Longfellow, Maria Mitchell, Lowell, Julia Ward Howe—but the credit is due rather to the personality of the teachers than to their methods.

She closed by thanking the Institute for the invitation to address such a magnificent audience of young people, engaged in a most important work. She congratulated them upon the practical talks that the Superintendent had secured by his careful selection of instructors. Such a body did not assemble to be taught arithmetic or grammar—they know these things already; they come for instruction in the principles of education—and here they have it. Take it, digest it, apply it—give the children the benefit of it; and they will start where too many leave off, who only begin to know how to live when they are ready to die. Use your opportunities, and you will rejoice in the results. And now, God bless you all, and good-bye.

RESOLUTIONS OF GENERAL INTEREST.

Among resolutions of general interest adopted were the following:

Resolved, That the division of the Institute into sections has proved a decided success, making it possible to adapt the work to the different grades in our schools.

Resolved, That the subject of patriotism should not be ignored in our educational work, and that the flag as a symbol of our nationality is an ornament in our schools.

Resolved, That we commend to the schools the regular observance of Arbor Day, and urge the importance of thus arousing a practical interest in tree-planting.

Resolved, That we congratulate the teachers and the schools of Lancaster county upon their prompt and generous response to the Dr. Higbee memorial fund; and we commend to their like generous support the proposed monument to Dr. Burrowes, a citizen of our own county, whose work in behalf of the common schools has been of greater importance than that of any other man in our educational history—to whom we are all debtors, and for whose great service to ourselves and the State, we would thus manifest our gratitude.

Resolved, That the grateful thanks of the teachers of Lancaster connty are due to the Memorial Committee for the fine memorial portrait and the noble memorial volume of Dr. Higbee, which have been supplied without cost to themselves and their schools—the value of the same being much greater than the amount of our contributions to the Memorial Fund.

The memorial committee of the Institute presented appropriate resolutions in memory of those teachers who had died since the meeting of last year, as well as the following resolutions of respect for the memory of State Superintendent Higbee:

Resolved, That in the death of Dr. E. E. Higbee, late State Superintendent of Public Instruction, the cause of general education in Pennsylvania has lost its ripest scholar, its ablest advocate, and one of its most gifted and unselfish friends—a teacher divinely commissioned, of whom it has been said, in very truth, that he was "an awakener of human souls"—a man rich in all qualities that cause men to be honored, beloved, revered, and that enable them to be most influential for good in their own and succeeding generations.

Resolved, That in the unexampled Memorial to our late distinguished leader, which is attracting so much attention throughout the Commonwealth—a memorial also to our personal friend as well as to our most distinguished citizen—we recognize the fitness of its several marked and distinctive features; and we especially commend the extraordinary memorial volume and life-like portrait soon to be found in every school in Lancaster county, and in ten thousand schools elsewhere in Pennsylvania, as wisely designed to perpetuate the memory and influence of this remarkable man, whose power lay not so much in his knowledge as in his goodness, not so much in his wisdom as in his love.

THE assertion is repeated from time to time that teachers as a rule read less concerning their professional work, than any other class of people. The meagre support received by educational journals all over the country, and the frequent "suspensions" and "consolidations" which occur, point to the truthfulness of the statement. There must be something wrong when such is the case. We urge nothing as to the usefulness of particular journals; but it may be stated, in general, that the teacher's work is important, and no one can afford to rest content with what he knows or what he is, but should strive to improve with each day. Artisans, mechanics, and farmers, men who work with wood and stone and soil, support their journals. A farmer who reads no agricultural paper is the exception rather than the rule. Why should not teachers, who work on far more costly material, profit by all the experience of their contemporaries? Some argue that the elements of their work are all before them, and that it is an individual task for each to find the best means to an end. Granting this, there are numberless economies of time and method, and frequent opportunities of arousing individual enthusiasm and interest, only attainable from contact with co-laborers in the same field. As conventions and institutes are at best only occasional, the educational journal remains the best method for exchanging ideas.—*Student*.

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, DECEMBER, 1890.

Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'." *Scotch Farmer.*

THE following remarks by Dr. A. E. Winship, editor of the *New England Journal of Education*, before the Institute of Lancaster county, have for some of us a more than passing interest:

You had the honor of having Dr. Higbee as a resident of this State, of this county, of this city; knew him in the gentleness of his nature, in the intensity of his purpose, and loved him in a way that no others could. But you fail to appreciate that those of us who knew him chiefly from our distant homes knew him also as you could not. There is that which may have a setting that gains from distance. We saw him lifting himself above you, shedding his influence from Maine to California, until he stood before the educational leaders of the Nation, where only two or three State leaders have stood in the last forty or fifty years.

I have been in your city for several days, have met your people, been in your stores, enjoyed your hotels, have seen your fine residences, visited the grave of Thaddeus Stevens, etc., and that is one way to know your city; but last evening I drove out on yonder hill and found myself looking upon a beautiful town, tree-shrined, with spires and domes, the whole fringed by cozy homes straying out toward the beautiful farms in all directions. That is the view of Lancaster that will longest remain. So you saw Dr. Higbee near by, and as he labored with you in perfecting the details of your school system; while we saw him from the distance, planning great things, not only for you and your pupils, but his thoughts ever upon the men and women who are to take your places and meet the exigencies of life as they will be under new conditions and competitions. We saw him planning, not for any popularity that comes from the hurry and bustle of today, but for that which will endure when viewed from those heights which he now occupies in the Land Immortal.

Lancaster is a name that we associate not alone with Dr. Higbee, but also with that of Dr. Thomas H. Burrowes, who had so much to do with the organization of your educational system, who builded better than he knew—as this gathering testifies. There have been few men in all this land whose work was so clearly defined and so well sustained that it could be said they founded a Common School System for a State. But it is to the glory of Dr. Burrowes that he organized one of the very best systems for one of the best States in the Union.

The name of Lancaster is associated with that of Dr. Wickersham, who as teacher, administrator and historian, author and editor, has been an important factor in the three great administrations you have enjoyed; and it is cause for gratitude that he remains to impart something of the spirit of Burrowes, Wickersham and Higbee to the days of Waller, who has so gracefully assumed the responsibilities that have been transmitted to him.

Connecticut has had her Henry Barnard, Massachusetts her Horace Mann, Illinois her Richard Edwards, California her John Swett, New York her Andrew S. Draper, but nowhere outside of Pennsylvania is there a State with such a trio spanning so many years as Burrowes, Wickersham and Higbee.

THE meeting of the Department of Superintendence of the National Educational Association will be held in Philadelphia during the latter part of February. There will be present educators from all parts of the United States. Hon. A. S. Draper, the Superintendent of Public Instruction for the State of New York, is President of the Department, and is endeavoring to make the coming meeting the best ever held. Important papers will be read by some of the best educators in the land. The meeting will be in session for some three or four days.

LET us do this Memorial work well, now that it has been undertaken. Let the year of grace 1890 mark an era in in our educational annals in the honor shown to men who have approved themselves such master-workmen in the cause of general education: First, monuments and memorials to two of the greatest Superintendents the State of Pennsylvania has yet known; and later, a grand monument on the Capitol Grounds at Harrisburg to those whose services to the cause of general education have been most conspicuous. It has been suggested that the long-delayed monument over the unmarked grave of Dr. Thos. H. Burrowes be promptly erected. We are in full sympathy with this

suggestion, and will do all we can to aid a work so honorable to the State and so grateful to our own feelings of reverent regard. Dr. Burrowes lies buried in the old churchyard of the St. James' Episcopal Church of Lancaster, in the very heart of the city, as was stated in an article recently published, his grave being within a few feet of one of the most frequented streets, where a fitting monument would for hundreds of years tell the passer-by of him to whose honor it was reared, and what his great service to the Commonwealth. This is one of the oldest and most substantial parishes in the State, and here Dr. Burrowes was for many years a vestryman. Let us improve this golden opportunity to associate his memory for centuries with this place in a way that would have been most gratifying to himself. It can be very easily done, if done at once. It will be done also in such a manner that those who aid in this good work may at the same time make themselves better teachers and their schools better schools—since, in return for their contribution, so far as this is possible, each school will receive a copy of the life-size and life-like Portrait of Dr. Higbee and the remarkable Volume issued in his memory—the Portrait to belong to the school, the Volume to be the personal property of the teacher. Should the sum received be sufficient to cover the necessary expense, a volume and portrait of Dr. Burrowes, and portraits of Thaddeus Stevens and William Penn, will also be distributed generally to the schools contributing to the Memorial Fund.

In his first annual report, which will appear in the January number of *The Journal*, State Supt. Waller speaks of his predecessor in office in the following language, no less earnest and extraordinary than it is carefully considered and just:

"One of the last official acts of the late Superintendent of Public Instruction, Dr. E. E. Higbee, was the completion of his report for the year ending June 3, 1889. Dr. Higbee was appointed to the office April 1, 1881; reappointed in 1885, and again reappointed in 1889. In his death the Commonwealth sustained the loss of an officer who adorned his chair by his unimpeachable integrity, by his remarkable discernment, by his courage, born of clear and strong conviction, by his affability, by his great learning, by his poetic nature and culture, and by his tireless energy in the discharge of his duty. The value of the service rendered to the cause of public instruction in Pennsylvania by Dr. Higbee, cannot be accurately estimated. He aroused the people to an earnest support of the public schools. While he was in office twenty per cent. was added to the minimum legal school term; the sum annually expended upon school buildings was doubled; the amount of the annual legislative appropriation was doubled; and the total yearly expenditure was brought up to the great sum of twelve millions of dollars. Remarkable as are these results, Dr Higbee's work was greatest in the exercise of that influence upon superintendents, directors, teachers and their pupils which eludes the statistician, in correcting and elevating ideals of real scholarship, of the work of the teacher, and of exalted Christian character. His memory will long be cherished in the hearts of the friends of public instruction."

HONORING THEMSELVES.

In contributing to the erection of a suitable monument over the grave of Thomas H. Burrowes, LL. D., our pioneer State Superintendent of Common Schools, the generous donors will not only do honor to his memory, but confer honor upon themselves as well, by thus proving their loyalty to the great cause of popular education. The surviving soldiers of the late civil war have never faltered in patriotic remembrance of comrades and commanders who fell in battle or have vanished from the scene of life's activities, and as a consequence massive and enduring monuments have been multiplied on conspicuous battle-fields, and adorn almost every village green throughout the loyal States. And civilians, whose influence and means contributed to these highly honorable results, never felt themselves impoverished by their helpfulness to so glorious a cause, nor imposed upon by appeals to their liberality. On the contrary, it was felt to be a sacred duty that it would have been churlish and dishonorable to have neglected.

But "Peace hath her victories no less renowned than war," and sometimes controls the issues of war when the outbreak comes. When the volcanic outburst of overt secession fell upon the unsuspecting North like an earthquake shock, it was the pervading influence of the Common Schools that rose to the occasion and made itself felt as an unconquerable force in the continental field of strife. The schoolmaster had been abroad long enough to enlighten the popu-

lar understanding, warm the patriot heart, and strengthen the popular will, when startling emergencies devolved upon the mass of the people responsibilities never before shouldered by any nationality on earth. It is beyond dispute that the preservation of the Union was largely due to the Common School, and so, by parity of reasoning, in honoring the soldier for his triumphs over armed rebellion, we should at the same time do special honor to the teachers and great educators of the land for their transforming and pre-requisite victories over the forces of ignorance and blind, unreasoning prejudice.

When Sumpter was fired upon, our school houses emptied themselves into our armies, with hearts of flame and a clear-sighted intelligence that made our "thinking bayonets" the wonder of the world, and magnificently victorious in the final outcome of the Titanic strife. And now that our decimated armies have melted away into the avocations of peace, and the work of education moves steadily onward like a flowing river, with its eternal mission of enlightenment and power, it is a fitting time to go back behind the brilliant achievements of our gallant soldier boys to the formative influences that antedated their services and guaranteed their successes.

The educator is the controlling power in the realms of mind, as was the soldier in the field of physical strife, and should be held in as grateful remembrance by the survivors in that commanding sphere of influence and most arduous effort. The *esprit du corps* of the educational world should be as warm, high-toned, and enthusiastic on the part of teachers and school officers as on the part of soldiers on the "tented field," with the same unshaken loyalty to a great cause and the same generous-handed and warm-hearted regard for the memory of its great leaders when the grave closes over them, and their living presence has vanished from among men.

True, the teacher's work, and the educator's pen do not stir the pulses like the battle-bugle's call, nor kindle the imagination like the flash of arms and the thunder of the cannonade; but they have a higher and more potential merit that demands recognition and deserves perpetual memorials, that the world may not forget its real benefactors in a cause that underlies and overshadows all others.

A profession or a cause that does not honor itself is not apt to command the respect of the public; and in proportion as educators appreciate their high vocation, will they be willing to vindicate it before the world by testimonials to the memory of those who stood prominent in their day, in the very front rank of the school men of the early part of the century.

Fifty years have passed away since Dr. Burrowes laid a master-hand upon our incipient and unformed Common School System, and, moulding it into symmetry and coherence, launched it upon a course of usefulness and power whose influence for good has kept pace with our historic development, and will reach down through centuries to come. For nearly twenty years the winter snows have rested in loneliness upon his unmarked grave. This should no longer be. Now let every believer in that great cause, whatever may be his point of contact with it, honor himself as well as the cause by contributing and encouraging others to contribute to the erection of a monument above his mortal remains that shall fittingly symbolize his services, and perpetuate his name!

THADDEUS STEVENS.

OUT of the window yonder, within a stone's throw of where we write, at a desk in the Lancaster High School building, stands the simple but massive tomb of Thaddeus Stevens. On one end of it is the single word "Stevens," on the other the dates "1792–1868;" on one side his name, place of birth, etc., on the other a word of explanation as to his burial place, that has been copied and printed thousands of times, and that will yet be read and written here by tens of thousands drawn hither by mere curiosity or as reverent pilgrims to an honored shrine—for of all graves in Lancaster, this is most frequently thought of and most widely known. But a few days since we read it from the marble slab for Dr. A. E. Winship, editor of the New England *Journal of Education*, as he took it down into his private note book: "I repose in this quiet and secluded spot, not from any natural preference for solitude; but finding other cemeteries limited as to race by charter rules, I have chosen this that I might illustrate in my death the principles which I advocated through a long life: Equality of man before his Creator."

Two mounds are seen within the low stone enclosure, the latter that of his favorite nephew Thaddeus, named after himself, an old school-fellow of whom we have none but pleasant recollections. During the last

eighteen years of his life, Thaddeus Stevens was to us one of the familiar and most striking figures in the city of Lancaster. Sometimes in his office, often on the street, now in the court-room when an important cause was on trial, now on the platform when political questions were under discussion—he was always a strong, attractive, unique personality. As we think of him, moving along slowly, with deformed foot and heavy cane, grim and unsmiling, save for the look of pleased interest or recognition that often spoke from his eyes, he reminds us of the gnarled oak with sweet juices at the heart of the old tree. We boys never went to him for anything that we didn't get what we wanted.

The historic name of Thaddeus Stevens was a household word during the War of the Rebellion, and his services to the cause of the nation were of incalculable value. He was a lawyer and a statesman, each of very high rank. He was a fearless champion of freedom, with whom no compromise was possible. He was of the granite of his native Vermont hills, and one of the mightiest men America has yet produced. But he was not the father of our Pennsylvania Common School System—nor did he ever make any near approach to such paternity! It is true, he was always a staunch advocate and defender of the cause of general education. His sympathies were wholly in that direction, and he was always ready to aid the cause in any way possible by voice or vote. Had it been otherwise he could not have been Thaddeus Stevens.

But it is not known that he ever wrote a single section of a school bill, or had anything whatever to do with the practical direction of schools or school affairs, after he left the academy in York where, while rendering service as assistant teacher, he had also been reading law.

Not many men have had so keen a sense of the ridiculous. His wit flashed like light or scorched like flame; his humor was sometimes playful, sometimes severe. He never missed the ridiculous if anywhere present, and one of the things that used to afford him a grim sort of amusement was the would-be knowledge of such as declared him the Father of the Common School System of Pennsylvania. "Why," he would say, with the emphasis of humor, "I never did anything but make a speech or two for the schools." This statement was the simple truth. But what speeches they were! And what an effect they had at the time they were made!

"The entire agency of Thaddeus Stevens in our school affairs," says ex-State Supt. Hickok, who was a student at Dickinson College in 1838, when his second speech was delivered, "consisted of two speeches in the House at Harrisburg; one in 1835 in defense of the common schools, in which he proved, by a dollar-and-cent argument, that the common schools were cheaper than the pauper schools which they supplanted; and the other in 1838, in behalf of higher institutions of learning. The printed copy of this speech fired my zeal and kindled my imagination in those student days, at the time of its delivery, and I have not lost its inspiration yet."

Party spirit ran high in those days of stir and ferment from 1830 to 1838, and Mr. Stevens was an able and eloquent opponent of the Jackson party and its leaders. "He was charged," says one of his biographers who was an old acquaintance and familiar with the entire history of this period, "with all manner of evil, and men who said a word in his favor were regarded as little better than himself. Such was his reputation up to 1835, when an attempt was made to repeal the school law, passed at the previous session by a nearly unanimous vote. The fact that it seemed to impose a new tax was seized upon by both parties, and each fearing the other might gain advantage by being foremost in its denunciation, made all possible haste to declaim against it. When the bill was called up in the House, it seemed as though no one would say a word in favor of the then existing law. Speech after speech was delivered in favor of the repeal, and the question was on the point of being put, when Mr. Stevens rose to speak. He was terribly earnest. All his powers were roused to the utmost. Those who heard him, say he spoke like a prophet inspired by the truth and the magnitude of his theme. In ten minutes it seemed as though all opposition to the schools was utterly vanquished. When the vote was taken the bill was defeated by a large majority. This speech placed the School System of Pennsylvania upon an impregnable basis. No man was ever afterwards heard to speak of its repeal. Ever since it has been steadily growing in popular favor—indeed, at this time but few recollect or know that it was ever bitterly opposed."

This eloquent speech saved the law then on the statute book, and thus kept the way open for the great work that Dr. Thomas H. Burrowes was to do during the three years that followed, in the way of organ-

izing the system and putting it into successful operation under an act greatly modified and improved. Had the crude school law of 1834 been repealed in 1835, another act would no doubt have been passed at an early session of the Legislature, but much valuable time and work would have been lost to the State.

This was Mr. Stevens' greatest service to the cause of education in Pennsylvania—and grand service it was, at a critical juncture. But it did not make him the father of the system—an honor that belongs of right to no man living or dead—nor does the work of this hour of inspiration bear adequate comparison with the thirty-five years of invaluable service rendered by Dr. Burrowes.

These great men were near friends for a third of a century—the one in the field of education, the other in that of law, politics, and the National Congress. They were closely associated in the stormy campaign of 1837–8. Their offices and homes were for many years within a few steps of each other in Lancaster. The last school bill written by Dr. Burrowes was at the request of Mr. Stevens, for the schools of Washington, D. C. We remember well the care with which Dr. Burrowes worked out the draft of this proposed act in its different features; the interest with which he read and discussed section after section as the work progressed; and the satisfaction with which, one evening, he announced the work completed and the manuscript in the mails. Mr. Stevens was soon after so ill that it was not possible for him to give this matter sufficient personal attention, and, in the multitude of bills at that time pressing for a place upon the calendar, the school bill was lost. At the time of the impeachment of President Johnson, when Mr. Stevens was one of the leading lawyers for the prosecution, and his health was such that he was frequently unable to be out of bed except when he *must* be on duty in the House or before the Senate, Dr. Burrowes was with him, his nearest friend, at his personal request, for counsel and such assistance as he might be able to render.

That the readers of *The Journal* may know more of the Old Commoner we shall next month present a sketch of him, written some years since by a gentleman who knew him well, and who presents him "in his habit as he lived." What we all want is the truth in regard to Mr. Stevens and Dr. Burrowes and others, so that those who desire to do so may speak and write intelligently of these great men gone from amongst us—gone not long since, it is true, but long enough, it would almost seem, to be well-nigh forgotten.

DR. THOMAS H. BURROWES.

ERECTION OF MONUMENT IN MEMORY OF GREAT SERVICE TO THE CAUSE OF GENERAL EDUCATION.

THE intelligent reader, who is interested in the history of the growth and development of our common school system, will find in the present number some estimate of the work done for the cause of general education by Dr. Thomas H. Burrowes. To the present generation this great pioneer in the cause is almost unknown. So soon do we forget!

In commenting upon the suggestion that a memorial be erected to his memory, one of our leading newspapers says of him: "He put our school system into successful operation, wrote the act under which our State Normal Schools have been organized, founded the *Pennsylvania School Journal*, and also organized the Soldiers' Orphans' Schools. This is a long array of important work in our school history. No other man has so long and important a list to his credit. From 1835 until he fell at his post in 1871 he was almost continually in harness, and the amount of hard, earnest, laborious work done by him during that period is known to but few of the present generation. Pennsylvania has erected many memorials to her departed worthies, but in the long list there is none that has done his State more and better service than the quiet, unobtrusive scholar, Dr. Burrowes, who gave nearly his entire life to the cause of popular education. Let a monument bear his name to future times."

Another asks "Why not a monument to Burrowes?" and goes on to say: "The raising of funds to erect a monument to the memory of the late Dr. E. E. Higbee, State Superintendent of Public Instruction, calls attention to the fact that the founders of our school system may be forgotten. Dr. Higbee was a delightful personality, and, therefore, a leading force in advancing educational progress. He did a great work while living, and, though deserving a monument, it must be remembered that he worked in a field already planted and was the head of an organization which great minds had established and

other great ones made successful and permanent. If, then, we wish to pay a tribute to our educational system we should not forget its founders. Towering above all others in the initiative of public instruction are seen the colossal figures of Thaddeus Stevens and Thomas H. Burrowes. Both sleep within our cemeteries. The one has a granite tomb with the fitting epitaph of a life work; the last a modest resting place in St. James' Episcopal churchyard, unmarked by any stone or public shaft in recognition of his great services to the commonwealth. A proper token of regard for Dr. Higbee is undoubtedly in order, but a monument in honor of Thomas H. Burrowes would disarm the criticism that Republics are ungrateful to their greatest men."

During the impressive and appropriate Memorial Session of the Lancaster County Institute, held in honor of Dr. Higbee, in the Court House on Friday afternoon, Nov. 14th, Mr. J. P. McCaskey spoke much as follows:

"This morning during the prayer by Rev. Dr. Mitchell, amid the chill and gloom of the room, suddenly some one turned a key. Out of the universe came the noiseless current. It was as if God himself had said, 'Let there be light!' Silent, golden-bright, irradiating everything, it came—the very symbol of the warmth and gladness and quickening power of Love, be it human or divine—Love, the greatest thing on earth—Love, that binds us to one another and to the dear ones who are gone. Why do so many thoughtful men, who knew him well, say with such abandon the things we hear them say of Dr. Higbee? Why, in life, were they glad to be near him, to be with him? Why, now that he is dead, has this court-room been more attractive to so many of us during this latter part of the passing week, since life-like portraits of him have looked down upon us from these walls? Because—as Dr. Winship told us with fervid eloquence, in his remarks this morning—because of the love we bear him.

"This is the secret of our Memorial to Dr. Higbee, which will go into our educational history reflecting no less honor upon the teachers of Pennsylvania than upon our late Superintendent. No appropriation of even a hundred thousand dollars by the Legislature of the State for the ordinary purposes of education in Pennsylvania could be made to carry with it so much of present and future good to the schools as has resulted and must result from this magnificent Memorial Fund.

"But it seems hardly fitting that we should pause with our present work completed. Now that the Memorial Committee is busy upon the grateful task entrusted to them, we have a dream that we should, all of us, be glad to see realized. We are not content to stop with Dr. Higbee. We want to see like honor shown to Dr. Thos. H. Burrowes, to whom, in the results that followed his great work in the cause of general education in Pennsylvania, the State owes a greater debt of gratitude than to any other man since William Penn. The 'State' means you and me and all of us.

"Dr. Burrowes lies buried within three hundred yards of this court-room. No stone marks his grave. This should not be so. It would not be so but for the fact that in the school work he lost his entire estate. Mr. John W. Jackson, a man who 'talked by the book,' and who had intimate knowledge of the facts of which he spoke, told me that he knew Dr. Burrowes to be worth sixteen thousand dollars when he went into the work of organizing the Soldiers' Orphans' Schools. So interested was he in the success of these schools that, when the appropriations were exhausted, or were not immediately available, he was in the habit of drawing upon his personal funds to whatever extent this seemed necessary. The result was financial distress and disaster from which, in his old age, he never recovered.

"Let us erect a monument over his grave, thus completing what was suggested and begun nearly twenty years ago; and let this Institute, which he aided in organizing and to which he belonged, take a strong hand in the work of gratitude to the memory of him who has done more good work for Pennsylvania than any other man that has ever lived within the borders of our county.

"This is a bold assertion, I know—I see clearly how great breadth of meaning it must have—but I make it fearlessly. There is in this country but one direction possible—that of general education in the early years of the development of a great State system, and while it is passing through the formative stage of its history—in which a man can do work which will justify such claim as this made for Dr. Burrowes. The common school is everywhere throughout Pennsylvania; it reaches and will reach everybody; and he who has worked to best purpose at its foundations and planned most wisely its superstructure, is of all men the greatest benefactor to the State. Such work was done by Dr. Burrowes. For many years, indeed, his was the one great name in con-

nection with the cause of Common School education—and we firmly believe that in enduring benefaction conferred upon the State he deserves to rank next after the great Founder himself, William Penn.

"Let us put his portrait, and some account of what he has done for us, into schools everywhere throughout the Commonwealth which he long served so faithfully. Let us send out the portrait of Thaddeus Stevens along with that of Dr. Burrowes. Lastly, let us put the portrait of William Penn, both in his youth and in his mature manhood, into our schools everywhere. These five pictures upon their walls, with some thought and knowledge in the schools of the men they represent, will mark an era in our educational history.

"The Memorial Committee will endeavor to so manage the trust confided to them that for every dollar received they will return to the schools thrice and more in value. But for Superintendents and teachers to take hold of a plan so broad requires courage, will, and energy wisely directed. Are we bold enough? Are we brave enough? Have we enough gratitude to these great men who have passed beyond?"

ITEMS FROM REPORTS.

ALLEGHENY.—Supt. Hamilton: Our schools have opened with a much larger attendance than last year. The increase in the enrollment of pupils in this county during the year ending June 1, 1890, was 2294, and the indications are that the increase will be much greater this year. The Boards of Versailles, Mifflin and Braddock townships, and of Homestead and Braddock boroughs, have each found it necessary to employ additional teachers. Many other districts should do likewise, in order to relieve the schools that have more pupils than can be properly accommodated. Last year the average enrollment was about fifty pupils to each school.

CAMBRIA.—Supt. Leech: The school-house at Mineral Point, which had been badly wrecked by the flood, but was fixed up and used where it had landed, ark-like, has been replaced by a new one. District Institutes are organized all over the county. Two of Cambria county's faithful directors have been called to their long home—W. A. Stephens, treasurer of Lower Yoder, and J. W. Ream, president of Upper Yoder township. They were both conscientious and zealous friends of the common schools.

CAMERON.—Supt. Herrick: The twenty-fourth annual session of the Teachers' Institute was held in Emporium during the week of October 6–10. All of the teachers and one-third of the directors were in attendance. The people of the county attended the lectures and some of the day sessions, and speak very highly of the work done. A local Institute was held at Huntley school-house, in Gibson township. Fifteen teachers were present, and by them the work of the meeting was done. Several directors were present and took part in the discussions.

CARBON.—Supt. Snyder: A very interesting joint local Institute of the upper districts of Carbon and the lower districts of Luzerne county was held in the opera house at White Haven, October 24th and 25th. Addresses and lectures were delivered and much practical instruction imparted. Prof. W. F. Porter, chairman of the executive committee, did much by his excellent management towards making the Institute a success. Lansford borough has just completed two very fine four-roomed school buildings, and the directors of Mauch Chunk township are just completing a very fine one, of similar capacity, at Nesquehoning.

CENTRE.—Supt. Etters: A few of our schools are too much crowded. The borough of Millheim should, by all means, have one more school; it is impossible to give the pupils in this district the attention they should have, on account of the hampered condition of things. The *little brown school-house* is beginning to give way to a more modern structure in our county. The school boards of Boggs and Spring districts have put up houses within the last few years that are a credit to them; and the directors of Gregg and Potter have displaced the old frame houses with cozy little brick buildings.

CHESTER.—Supt. Walton: Newlin township has decided to put reading tables and libraries in the schools. Sadsbury township has adopted the free text-book system. As soon as three or four more districts take the same step there will not be a district in Chester county that does not furnish the text books, free of cost, to the pupils.

CLEARFIELD.—Supt. Youngman: Huston has a new school house nearly completed to take the place of the old one at Tyler. Some of the primary schools are crowded and efforts are being made to open additional schools for their relief.

COLUMBIA.—Supt. Johnston: I am glad to state that the teachers of Bloomsburg have organized themselves into an association. They meet twice a month for interchange of opinions and discussions. Much interest is manifested and good results may be expected from these meetings. Teachers of other districts, where it is possible without great inconvenience, would be greatly benefited by organizing similar associations.

CUMBERLAND.—Supt. Beitzel: The new school-house in Dickinson district is about ready for occupancy. An efficient system of ventilation is being put into the building—such as has recently been put into the Plank house, in South Middleton. Local Institutes have been organized by the teachers of Carlisle and Mechanicsburg.

DELAWARE.—Supt. Smith: The directors of Chester township have had their school-house put in excellent condition by painting, papering, etc. In Lower Chichester the schools have been similarly improved. The Keystone school-

house in Upper Darby has been divided into two rooms and an additional teacher employed. The grounds have been graded and a neat stone wall built along the road. An addition has been built to the Norwood school in Ridley township, and a new school was opened a few weeks ago. Our teachers have entered upon their work with great interest and enthusiasm. They are ably seconded in their efforts by the directors, who generally see that the buildings are in good condition, the school-rooms well supplied with apparatus, and the schools divided when they have an attendance of fifty or more pupils. The teachers are carefully looking after the moral nature of their scholars, and I am sure will accomplish much more good in this direction than heretofore. The first meeting of the County Teachers' Association was held in Norton, October 18th. A large number of teachers were present and took an active part in the exercises. The interest manifested here was carried into the county Institute, which met a week later. The most encouraging feature of the county Institute was the regular attendance and close attention on the part of the teachers.

GREENE. — Supt. Iams: The directors of Mount Morris have erected at that place a fine four-room school-house, which is in keeping with the growth of the town.

INDIANA.—Supt. Hammers: On account of the scarcity of experienced male teachers, the opening of a few of our schools has been delayed, but, so far as we can learn, all are now in operation. Arbor Day was appropriately observed by the West Indiana schools. May the example thus set be widely imitated; and may the good work go on until all our school grounds are made "to blossom as the rose."

JUNIATA.—Supt. Carney: All the schools are doing well with one or two exceptions. The directors of Fayette township have decided to paper all their school-rooms—a much needed improvement. The Delaware Board has purchased new furniture for the Juniata school, and thus their last house has been supplied with improved furniture.

LANCASTER.—Supt. Brecht: The schools of Fulton and Drumore townships, with two exceptions, are doing good work. In both districts the directors are taking an interest in the organization and discipline of the schools. Fulton has just procured a fine 12-inch globe for each of its schools. Drumore built another house this year, which takes rank among the finest in the county. The local Institutes held during the month were well attended and spirited in their discussions.

LEBANON—Supt. Snoke: The new school building at Mt. Zion was dedicated with appropriate services on October 18th. Owing to the inclemency of the weather and to the fact that many of our school yards are without enclosures, Arbor Day was not generally observed. However, a number of trees were planted. The teachers, pupils and people of Schaefferstown deserve mention of the manner in which they observed the day. By combining their efforts, they succeeded in making the occasion a day which will long be remembered by those who participated. Nearly *one thousand* (1000) trees were planted, and addresses appropriate to the occasion were delivered by prominent men. When Arbor Day is again to be observed, let this noble example be imitated by others.

LEHIGH — Supt. Knauss: The meetings of teachers and directors held during September and October, previous to the opening of the schools in the several townships of the county, were attended by all the teachers, with few exceptions, and usually by the full school board. The County Institute, held at Allentown, was attended by all the teachers of the county but four, two of whom were ill. We propose to hold a series of eight local Institutes during the term. New school houses were dedicated at Centre Valley and at Lowhill. A revised course of studies has been introduced into all the schools of the county.

LUZERNE—Supt. Harrison: A very successful local Institute was held at White Haven. Nearly one hundred teachers were present on Saturday. The meeting was a success in every sense of the word. A new building is in course of erection in Edwardsville.

LYCOMING. — Supt. Lose: At the October meeting of the Teachers' Exchange, the county was divided into sixteen districts and a district superintendent appointed for each. These will appoint assistant superintendents in each of the separate school districts. The district officers will report at each monthly meeting of the Teachers' Exchange the condition of the schools in their separate districts and the educational meetings held. A local Institute will be held in each of the sixteen districts. It is hoped that by this method the work done by the schools each month, with the attendance of pupils and other matters of interest, may be so arranged as to be placed before the people through the medium of the newspapers. These district superintendents and their assistants were all appointed from the teachers, and they have entered upon their duties with great zeal and enthusiasm.

MCKEAN.—Supt. Eckels: The twenty-fourth session of the Teachers' Institute has just closed. More actual teachers were in regular attendance than ever before. Out of 190 teachers, but four were absent at any session, except seven or eight who enrolled the second day. Our instructors impressed the teachers with their earnestness, and their work will be productive of much good.

MERCER.—Supt. Hess: Appropriate Arbor Day exercises were held in many schools of the county. The pupils of No. 5, Perry township, planted a number of thrifty maples. Patent furniture has been placed in the East Lackawannock schools. The attitude of the State Superintendent on the question of closer supervision is favorably commented upon by our leading teachers and directors.

MONTGOMERY—Supt. Hoffecker: Our annual County Institute was the largest, most enthusiastic, and, we think, the most profitable in its history. The Institute was divided into three sections during part of the week. The high

school principals and assistants formed one section; the primary teachers, or those having pupils during the first three years of school life, formed the second; and the ungraded schools, representing nearly 300 teachers, the third. Suitable instruction was given by different instructors before each section. The plan worked very well and will be continued in the future. The School Directors' Association met in Acker's Hall, Norristown, on Thursday. One hundred and thirty-five directors, representing forty-two districts, were in attendance. It was the largest meeting of its kind ever held in the county. State Supt. Waller was present and delivered an able address, which was well received, and its good results will be widespread.

NORTHAMPTON.—Supt. Hoch: The directors of East Allen township have furnished all their school-houses with new patent furniture, lengthened the school term to seven months, and increased the teachers' wages. More work is being done for the improvement of our school buildings throughout the county than ever before. All our schools are now in session, and evidences of good work are manifest.

PERRY.—Supt. Aumiller: Butler's reading charts were placed in the Liverpool township schools, also in one of the Maysville primary schools. The school building in Millerstown has been neatly painted.

SCHUYLKILL—Supt. Weiss: The Inter-State Summer School of Methods was held at Pottsville, July 21 to August 1. It was under the management of Prof. A. E. Frye, of Hyde Park, Mass. The instructors, besides Prof. Frye, were Miss Mary A. Spear, Quincy, Mass., Primary Methods: Supt. W. W. Speer, Chicago, Number and Arithmetic; Supt. I. F. Hall, Psychology; Hon. Henry Houck, Methods and School Management; Supt. Walter S. Goodnough, Prang System of Form and Drawing.

SNYDER — Supt. Hermann; The schools opened with a very fair attendance and give promise of a very successful term. Teachers are doing very well as far as visited. A number of townships have organized district Institutes.

TIOGA.—Supt. Raesly: A profitable meeting of the County Teachers' Association was held at Mansfield, October 31st and November 1st. On Friday evening Rev. F. H. Cooper delivered an interesting lecture on "If not, why not?" and on Saturday attention was given to language lessons, Kindergarten work, value of libraries in connection with school work, the use and abuse of methods, and physical geography.

UNION—Supt. Johnson: Combination charts have been put into the schools of White Deer township; also two of the houses have been reseated. The directors of Gregg township are building a two-story house in Allenwood. As far as I know the schools are moving along satisfactorily.

ALTOONA—Supt. Keith: On October 20th a new school-house was occupied. The enrollment has already reached 427. The building and furniture cost about $30,000.

EASTON—Supt. Cottingham: The Board of Control has, by a unanimous vote, ordered the organization of a system of night schools for the education of the youth of the district, between the ages of thirteen and twenty-one years, whose engagements during the day debar them from attending school. A very large number of youth of both sexes have already signified a desire to avail themselves of the educational advantages thus proffered. The action of the Board in establishing these schools meets with popular favor. A sufficient number of the schools will therefore be at once organized.

HAZLETON—Supt. Harman: Under the intelgent and efficient instruction of Miss Stella Skinner, of the Prang Educational Company, "Form, Study and Drawing" has become an interesting part of our daily programme.

HAZLE TWP. (Luzerne Co.)—Supt. Jones: At the last meeting of the Board 19 sets of Kennedy's mathematical blocks, one for each building in the township, were purchased at a cost of $324. The teachers and superintendents had previously approved of the blocks in Institute. Butler's primary reading charts have also been supplied where needed. Our district Institute, formerly held in one of the township school-houses in a rather inconvenient locality, will hereafter be held in Hazleton. The Board will pay one-half the rent of the hall and the teachers the rest.

LEBANON—Supt. Boger: On October 31st the P. O. S. of A. presented flags for all the rooms of the High School building. The Board of Control, all the pupils and about fifty friends of education, were present. Rev. M. H. Stine made an elegant presentation speech, to which the President of the Board, Mr. Jacob K. Funk, responded in a neat five-minute address. The occasion was enlivened by patriotic readings, declamations, singing of national airs and impromptu addresses. An impression for good, we think, was made and a lesson of patriotism learned.

MAHANOY CITY—Supt. Miller: Our apparatus has been increased by the purchase of three complete sets of Kennedy's blocks for teaching mensuration, and four reading charts for primary schools.

NEW BRIGHTON.—Supt. Richey: By the hearty co-operation of teachers and Board of Education we have been able to make some needed improvements in our schools during the month of October. The lower grades have all been furnished with new supplementary reading. The primary schools have been furnished with objects for reading and some new busy work. The chemistry class are perfectly delighted with the new laboratory, which is in the city building. It is fitted up with natural gas, and the pupils make investigations for themselves as well as perform the experiments necessary to give them a thorough knowledge of this wonderful study. Our Board of Education are strictly modern in their ideas. I have been well pleased with the fact that at the regular monthly meeting the president appoints a "Visiting Committee"—two for each building—who visit the different schools and at the next regular meeting give a critical account of their obser-

vations. Our teachers' meetings, grade meetings and monthly institute were all well attended.

PLYMOUTH TWP. (Luzerne Co.) — Supt. Gildea: In consequence of an injunction which the Northern Coal Co. and the Lehigh & Wilkes-Barre got out to restrain the School Board from using the building tax for teaching purposes, the night schools were closed after one month's teaching for want of funds. The Board adopted a new course of study for the schools, and the teachers and pupils are making progress under its operation.

SHAMOKIN.—Supt. Harpel: The attendance in our primary grades was very much affected during the month by sickness among the children. Several valuable additions have been made to our High School library. Our new school buildings are nearing completion.

SOUTH EASTON.—Supt. Shull: My time has been given almost wholly to teaching during the month. Believing that teachers are greatly benefited by observing the operations of their co-laborers in the class-room, they have been permitted to do the visiting this month, the Superintendent teaching in their absence. The results of this arrangement justify its continuance for at least another month.

TITUSVILLE.—Supt. Streeter: The Board of Examiners voted at their last meeting to give us the right of certification for the scientific and classical courses. Brown and Cornell Universities have granted a similar concession in English.

WEST CHESTER.—Supt. Jones: The attendance has been excellent this term. In one of the rooms the percentage of attendance has been 100 for the first two months. The Chester County Teachers' Institute was one of the best meetings we ever had. The instructors seemed to come with a mission, and got hold of the teachers from the beginning. There was much practical work done, and methods that will fit into the school-room work were suggested. The adaptations that will be made in the schools will surely bring good results.

LITERARY DEPARTMENT.

A NUMBER of specially important publications have issued from Messrs. Houghton, Mifflin & Co's. "Riverside Press," this autumn, —and several equally important ones are yet to come.

The student of literature will first be attracted to the new "Riverside Edition" of the *Complete Works of James Russell Lowell*, to comprise ten volumes (Price $1.50 each), of which the first four have just appeared. This is to be the final edition, the standard, the one in which this, our most scholarly and representative *litterateur* is to be handed down to posterity; just as has been done in the "Riverside Editions" of Longfellow and of Whittier. Indeed the volumes are uniform with these in everything but the color of the binding; the same size, same exquisite proportions, same superfine paper, and faultless typography and press-work. They are beautiful books, worthy of the author, which is saying very much. Three portraits of Mr. Lowell will accompany the set when complete. The contents of the volumes have been revised and rearranged by the author himself for this final edition, while to the "Biglow Papers" full explanatory notes will be added for the benefit of those not acquainted with the political and other circumstances out of which these poems grew. The first four volumes are entitled simply "Literary Essays;" another will contain "Political Essays," and a sixth "Literary and Political Addresses," while the "Poems" will fill four volumes. The edition is one the lover of Lowell and the student of literature will desire, and ought to possess.

A valuable contribution to the early history of our country is made by Mr. William B. Weeden, in his two handsome volumes on the *Economic and Social History of New England* (Price $4.50). They are different from any other history we have, dealing as they do with the raw material of history, as it were—those details of the life of the people in their homes, their daily occupations, their relations to one another in the beginnings of American industrial, mercantile, social, religious and domestic life. Intensely interesting, therefore, is every page of the work, even to the merely curious general reader; while to the student the volumes are simply invaluable. Only he who has spent months in hunting through piles of musty old MSS., diaries, court records, account books, etc., for just such facts as here are given on every page, can realize and fully appreciate the amount of work represented by these volumes, and the great value of their contents.

John Fiske's latest volume is one that is particularly timely now, when ever-increasing attention is being paid to the study of civics. *Civil Government in the United States Considered with Some Reference to Its Origins*, is the full title of this admirable work, which will go far to supply the felt need of a text-book on civics, for use in schools and colleges, as well as for private students. (Price, $1.00.) We know of no other book of the kind that can be compared with it for comprehensiveness, thoroughness and clearness. It was written, we are told, at the request of the publishers and with the advice of Superintendent Jas. MacAlister, of Philadelphia, with the special needs of teachers and pupils in our public schools in view. In successive chapters the township, county, city, state, the federal union and the nation, are studied as to their origin, growth, modifications, government, etc., while there is an introductory chapter also on Taxation and Government, a chapter on Written Constitutions, and paragraphs treating of "politics," the civil service, ballot reform, and other like timely topics. At

the end of each chapter are given a page or more of Questions on the Text, Suggestive Questions and Directions, and Bibliographical Notes. All in all, the work is just such an one as teachers have long been looking for and never found until now; and not only teachers, but thousands of other thoughtful citizens besides. The book is one we can heartily recommend. We should like to see it on the shelves also of all our school and public libraries.

Likewise suitable especially for school libraries are such books as the latest issue of the "Riverside Classics," which is none other than Dr. John Brown's altogether and forever delightful and charming *Rab and His Friends, and Other Dogs and Men* (price $1.00), than which no better and more wholesome book for young people was ever written. It contains that exquisite piece of biographical writing, the memoir of the author's father, so tender, manly, noble, so full of inspiration, we wish every boy in the world could read it; Marjorie Fleming is also included, while a memoir of the author and a good portrait are also given. The volume is a rare nugget of purest gold. Excellent too is the new edition of Dr. Thomas Hughes's *Alfred The Great* (Price $1.00), a book ever popular and ever deserving to be among young and old. The neatness of it in this new form should enhance its popularity. Still another biography, and a truly inspiring one, is the *Life of Dorothea Lynde Dix*, by Francis Tiffany, (Price $1.50). After reading it, one will understand and agree with the words written by Dr. Nichols after her death in July, 1887, in which he declared her to have been "the most useful and distinguished woman America has yet produced." The book will be a revelation to many; an inspiration to more.

The large host of enthusiastic readers of books of travel need no introduction to Mr. Maturin M. Ballou. All they need is to be told that he has just published another volume in which he tells in his well-known style of his travels, not due north, nor due west, nor due south, but in *Aztec Land* (price $1.50). Mexico has indeed been pretty well "written up" in the last few years, and we were a little dubious as to whether Mr. Ballou could tell us much about it that was new, and at the same time worth telling. We are dubious no longer. There is room for this handsome volume even in the most complete library of travel. Certainly none of our boys or girls will deny this if they but get a taste of "*Aztec Land.*"

While writing of the publications of this firm, Messrs. Houghton, Mifflin & Co., we must again call attention to *The Atlantic Monthly* as the representative organ of the highest literary culture of America, and therefore peculiarly adapted to the needs of teachers, and indeed of all refined and thoughtful readers. A new volume begins with the November number. *The Atlantic* is now under the editorship of Horace Scudder; and promises so many and important new contributions that we advise teachers to send to the publishers for their prospectus, as we have no space to mention even only the most important. Fiction, poetry, criticism, sketches of travel, biography, will be contributed by the foremost writers of the country, and the world. There will be some valuable papers on philosophy by John Fiske, Prof. Royce and others; some on history and public questions, by writers equally eminent: while educational and scientific topics will receive even more attention than heretofore, such subjects as "State Universities," the "Education of the Negro," etc., being discussed by men like Dr. Wm. T. Harris, Profs. N. S. Shaler, Osborn, Howard, and others

Speaking of books suitable for Christmas gifts, there are few we can more heartily recommend than the beautiful illustrated new edition of Lowell's grand poem, *The Vision of Sir Launfal*, just issued in exquisite form by the same firm of artistic publishers, Messrs. Houghton, Mifflin & Co. It costs only $1.50, but in real literary and artistic merit it is worth more than nine-tenths of the most high-priced and pretentious holiday books of the season. It is a perfect little gem of a book in every respect. Less festive in its outer garb, though handsome too, is the new edition of the same poet's *Fable for Critics*, embellished as it is with vignette portrait sketches of the authors referred to in the famous poem, as they looked at the time when it was written in 1848. Besides these we have space here only to mention such pretty little volumes as Stuart Sterne's romance-poem *Piero da Castiglione* and the somewhat similarly bound one entitled *Thoreau's Thoughts*, and containing selections from Thoreau's writings made with excellent taste by H. G. O. Blake. Both these books are eminently suitable for gift books. And so indeed is the latest volume of Edith Thomas' poems, poetically entitled *The Inverted Torch*, containing a collection or rather series of elegiac verse of as high a grade of excellence as any in our American literature To a recently bereaved friend no present could be more appropriate and helpful.

With readers of *The Journal*, however, we believe the most popular of all gift-books this year will be Dr. McCaskey's handsome, unique, and permanently valuable quarto volume entitled *Christmas in Song, Sketch, and Story*, just published by Messrs. Harper & Brothers, New York. (Price $2.50). There is nothing like it in the market. It was a most happy thought of Dr. McCaskey to compile such a book, and most happily has he carried it out. It gladdens one's heart here to find gathered between one set of covers all the old, and many of the newest favorite Christmas songs, hymns, and carols, nearly 300 of them in all, and chosen with the same admirable taste and judgment that have made his "Franklin Square Song Collections" so universally popular. The best music we expected to find, but we confess that we were scarcely prepared to find in the compiler an equally correct and faultless taste when he should come to select material for his choice illustrations and his literary extracts. Yet we speak as a disinterested critic when we declare it as our conviction that nowhere in the whole wide range of our language could seven finer specimens, more perfect specimens, of the

very best that has ever been said on the subject, have been found than those embodied in this volume from Beecher, Lew Wallace, Auerbach, Lyman Abbott, Warren, and Dickens. The taste shown in this selection is simply exquisite, and proves Dr. McCaskey's literary judgment to be of the finest and most discriminating. The book deserves to be called a sumptuous one, richly and attractively bound, and printed in the Harpers' best style. It deserves to be one of the most popular holiday volumes of the year. . . . And why should not such handsome and excellent books as Dr. Edward Brooks' *Story of the Iliad* serve as a gift-book? It is published in admirable style, neat and tasteful, by the Penn Publishing Co., of Philadelphia, and is just the kind of book every bright boy and girl should read and will enjoy reading. It ought to be in all our School Libraries. . . . Though we are told that *The Hoosier School-Boy*, by Dr. Edward Eggleston, in the neat edition now brought out by Messrs. Charles Scribner's Sons, has been "specially arranged by the author for use as a Reader in schools, and with the addition of definitions and occasional notes and questions," it is not on that account less interesting nor less popular than it was in its original form in the pages of "St. Nicholas." It is a thoroughly good and wholesome story for young folks—and for older ones. . . . Messrs. G. P. Putnam's Sons, New York, have issued Julia P. Ballard's *Among the Moths and Butterflies* in so beautiful a style and with such excellent illustrations, that no more welcome Christmas present than it could well be chosen for any of the young folks inclined to take an interest in this charming branch of natural history. It is not a text-book, but a bright and interesting story-book—full of true stories, however, in which is told all about the triple lives of moths and butterflies. Those whom "Insect Lives; or Born in Prison" used to delight, need no further recommendation than to be told that the present volume is only a revised and enlarged edition of that popular book. The publishers have made it a remarkably handsome volume. *J. Max Hark.*

ANCIENT HISTORY. *For Colleges and High Schools. By P. V. N. Myers. Part II. History of Rome. Boston: Ginn, & Co. 12mo., illustrated pp. 230. Price, $1.10.*

TABULAR VIEWS OF UNIVERSAL HISTORY. *Compiled by G. P. Putnam, A. M., and continued to date by Lynde E. Jones, New York: G. P. Putnam's Sons, 8vo, pp. 211.*

Prof. Myers's well known "Outlines of Ancient History" is the best possible guarantee of the excellence of this volume, which is a revised edition of the second part of that work, the first part having been issued two years ago, and treating of the chief Eastern nations and Greece. This second part has all the popular features of the other, is clear in its arrangement, well illustrated, and supplied with good maps. The *Tabular Views of Universal History* consists of a series of chronological tables giving in parallel columns a record of the principal events in the world's history from the earliest times up to 1890. While it should never be used as a text-book, it will be found an invaluable accompaniment to the text-book, both in studying and in teaching history, giving as it does for each year and century a kind of birds-eye view of the events transpiring simultaneously in Europe, Asia, Africa and America. Such a view is essential to the intelligent study of history.

ETHICAL ASSOCIATION. *Popular Lectures and Discussions before the Brooklyn Ethical Association. Boston. James H. West. pp. 413. $2.00.*

About a year ago a notable volume of similar lectures was published on "Evolution" which met with such favor that now the lectures of another season have been issued in this volume on *Sociology*. They treat of subjects like Primitive Man, Growth of the Marriage Relation, Evolution of the State, of Law, of Medical Science, Arms and Armor, Mechanic Arts, etc.; Miss Le Row has a lecture on "Education as a Factor in Civilization," of special interest to teachers; while those on Evolution of the Wages System and the four on Evolution and Social Reform are particularly timely and important to all thoughtful citizens. The two biographical lectures on Asa Gray and on Dr. E. L. Youmans, are noble tributes to the memory of two noble men. It is a valuable contribution to the most advanced thought of the day.

BEST SELECTIONS. *For Readings and Recitations. Number 18. Compiled by Silas S. Neff, B. O. Philada: Penn Publishing Co. 12mo., paper, pp. 200. Price 30 cents. Cloth, 50 cents.*

An admirable compilation, free from the old hackneyed "pieces," fresh and full of variety, giving the largest space to selections from the speeches, essays, and poems of men and women of to-day, speaking and writing on live subjects, such as Chauncey Depew, Henry Cleveland, and others.

THE CORTINA METHOD TO LEARN SPANISH IN TWENTY LESSONS. *By R. D. de la Cortina, M. A. New York. D. Appleton & Co. 12mo., pp. 400.*

The method pursued in this volume is very much the same as that introduced into the study of languages by Dr. Harper in his text-book of Hebrew. It is unquestionably the best and most practical method thus far known. It is the only method that can really be taken up with success by private students without the aid of a teacher, though of course to have such aid is always of the greatest advantage.

THE NATURAL SPELLER AND WORD BOOK. *New York: American Book Co. 12mo., boards, pp. 166.*

In this little book the attempt is made to teach writing, spelling, discrimination in the use of homonyms and synonyms, etymological derivation of words, letter writing, correct pronunciation. The use of red and black ink in the text is calculated to be helpful to the pupil, as are the illustrations, which are exceptionally well made.

ELEMENTS OF PLANE AND SOLID GEOMERTY, *with numerous Exercises. By Edward A. Bowser, LL. D. New York: D. Van Nostrand & Co. 12mo., pp. 393.*

There are plenty of good geometries available to the teacher and student. Dr. Bowser has given us another one to add to the long list, as good as most, not differing from them in any material respect, and better than many text-books we have seen on the same subject.

TARBELL'S LESSONS IN LANGUAGE. *By Horace S. Tarbell, A. M. First Book. Boston: Ginn & Co. 12mo., boards, pp. 214. Price, 50 cents.*

This too is meant to teach writing, spelling, reading, etc. It does not differ materially from many other good books of the kind now in the market.

BECAUSE HE LOVED YOU SO.

ELIZABETH AKERS.
WILLIAM R. DEMPSTER.

Con espressione.

1. Come, let us make his pleasant grave Up - on this sha - dy shore, Where the
2. Fair blossom daughters of the May, So love - ly in your bloom. Your
3. Here all the warm, long sum - mer days, The yel - low bees shall come, Co -
4. Here with their soft and cau - tious tread, The light feet of the shower Shall
5. And when the summer's voice is dumb, And lost her bloom - ing grace, When

sad, sad riv - er, wave on wave, Shall grieve for - ev - er - more; Oh,
ranks must stand a - side to - day, To give your dar - ling room; These
quet - ting down the bloom - ing ways With loud and ring - ing hum; While
walk a - bout his grass - y bed, And cool the sul - try hour; Yet
sigh - ing au - tumn tem - pests come To weep a - bove the place, Till

cres. *sotto voce.*

long and sweet shall be his dream, Lulled by its sooth - ing flow: Sigh
dew - drops which you shed in showers Are lov - ing tears, I know: Bloom
war - bling in the sunny trees The birds flit to and fro: Sing
may not wake to smiles a - gain The eyes which sleep be - low: Fall
all the for - est boughs are thinned, Falls soft ca - res - sing snow, Grieve

e con espress. *cres.*

soft - ly, soft - ly, shin - ing stream, Be - cause he loved you so! Sigh
bright - ly, bright - ly, grate - ful flowers, Be - cause he loved you so! Bloom
sweet - ly, sweet - ly, birds and bees, Be - cause he loved you so! Sing
light - ly, light - ly, pleas - ant rain, Be - cause he loved you so! Fall
gen - tly, gen - tly, wail - ing wind, Be - cause he loved you so! Grieve

rall. ad lib.

soft - ly, soft - ly, shin - ing stream, Be - cause he loved you so!
bright - ly, bright - ly, grate - ful flowers, Be - cause he loved you so!
sweet - ly, sweet - ly, birds and bees, Be - cause he loved you so!
light - ly, light - ly, pleas - ant rain, Be - cause he loved you so!
gen - tly, gen - tly, wail - ing wind, Be - cause he loved you so!

THE
SCHOOL JOURNAL
ORGAN OF THE DEPARTMENT OF COMMON SCHOOLS AND OF THE STATE TEACHERS' ASSOCIATION.

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EDUCATIONAL INTEREST OF THE COMMONWEALTH.

FIFTY-SIXTH ANNUAL REPORT OF THE SUPERINTENDBNT OF PUBLIC INSTRUCTION OF THE STATE OF PENNSYLVANIA.

To the Senate and House of Representatives of the Commonwealth of Pennsylvania.

GENTLEMEN: I have the honor to submit herewith, in compliance with the requirements of law, the annual report of the Superintendent of Public Instruction for the year ending June 2, 1890.

One of the last official acts of the late Superintendent of Public Instruction, Dr. E. E. Higbee, was the completion of his report for the year ending June 3, 1889. He was stricken with paralysis on Tuesday, December 10, at Mifflintown, while attending the annual teachers' institute, and passed to his reward on high, December 13, 1889. Dr. Higbee was appointed to the office April 1, 1881; reappointed in 1885, and again reappointed in 1889.

In his death the commonwealth sustained the loss of an officer who adorned his chair by his unimpeachable integrity, by his remarkable discernment, by his courage, born of clear and strong conviction, by his affability, by his great learning, by his poetic nature and culture, and by his tireless energy in the discharge of duty.

The value of the service rendered to the cause of public instruction in Pennsylvania by Dr. Higbee cannot be accurately estimated. He aroused the people to an earnest support of the public schools. While he was in office twenty per cent. was added to the minimum legal school term; the sum annually expended upon school buildings was doubled; the amount of annual legislative appropriation was doubled; and the total yearly expenditure was brought up to the great sum of twelve millions of dollars. Remarkable as are these results, Dr. Higbee's work was greatest in the exercise of that influence upon superintendents, directors, teachers and their pupils, which eludes the statistician, in correcting and elevating ideals of real scholarship, of the work of the teacher, and of exalted Christian character. His memory will long be cherished in the hearts of the friends of public instruction.

COMPARATIVE STATISTICS.

There is an increase for the year of eleven thousand and thirty-five (11,035) pupils, five hundred and seventy-six (576) teachers, four hundred and seventy-six (476) schools, nine (9) school districts, and one (1) superintendent. The increase in the number of graded schools is five hundred and seventy-three (573). The increase in the salary of male teachers per month is eighty-six (86) cents, and in that of female teachers is twenty-three (23) cents. The total increase of expenditure, including that upon buildings, is one million and twenty-six thousand dollars ($1,026,000).

COMPARED WITH 1880,

the statistics, excluding those of Philadelphia, show the increase of pupils to be

seventy-eight thousand seven hundred and six (78,706), of teachers, two thousand five hundred and eighty-one (2,581); of schools, three thousand one hundred and seventy-three (3,173); of school districts, one hundred and thirty-three (133); of superintendents, twenty-six (26). The average length of the school term has increased, in months, one and eight-hundreths. The average number of pupils in charge of a teacher is almost unchanged, standing now between thirty-eight and thirty-nine. The increase in the average salary of male teachers per month is seven dollars and ten cents ($7.10), and in that of female teachers is four dollars and sixty-nine cents ($4.69). The increase in the annual expenditure for buildings, purchasing and renting school houses, is one million three hundred and twenty-one thousand eight hundred dollars ($1,321,800); and the increase in the estimated value of school property is six millions of dollars ($6,000,000). The average tax rate for current expenses has increased $\frac{84}{100}$ mills, and that for building purposes $\frac{25}{100}$ mills.

LENGTH OF SCHOOL TERM.

The minimum school term was made six months in 1887, and great benefit was thus conferred upon many children living in districts where the annual term was too short to make the schools effective. It is manifest that a longer term is needed. The districts limiting their schools to a term of six months have the benefit of their investments in buildings and grounds for but half the year, and when the fuel bill is largest. The opening days of a school term, like the beginning of other enterprises, are least productive. The expense of these opening days yields least return to the districts having short terms. But there are many districts, laying the maximum of tax, unable to sustain good schools for more than six months. A lengthening of the term in these cases, under present conditions, would necessitate cheaper teachers and poorer schools. An increase in the annual appropriation will remove every rational objection to a lengthening of the term, and will thus greatly increase the value of the schools.

DISTRICT SUPERVISION.

In the larger counties of the commonwealth closer supervision of the public schools has become an imperative necessity.

Superintendent Wickersham, in his report ten years ago, called attention to the necessity of close supervision of schools by experts, and fortified his position with cogent argument. Superintendent Higbee, in his report for 1886, earnestly advocated closer supervision in the rural districts, and afterwards drafted a bill which passed the House of Representatives, but failed in the Senate. In the next session this bill passed in the Senate, but failed in the House. In his report for 1888, Dr. Higbee again emphasized this need with an unanswerable statement of facts. It is of incalculable importance that the bill referred to should become a law.

TEACHERS' CERTIFICATES.

It was hoped, when the provisional certificate for teachers was authorized, as it commissioned teachers who had only a fair knowledge of the required branches and no experience in teaching, that it would be generally superseded within a few years by the professional or other higher certificate. The tables show, however, that more than half the teachers hold only the provisional certificate, though only one-fourth of these are inexperienced. The highest importance attaches to the issuing of teachers' certificates, for the character of the schools in each county is chiefly determined by the superintendent when performing this duty. Those counties that stand foremost for the excellence of their schools, have had superintendents preëminent in integrity, courage and firmness, as well as in professional attainments.

TEMPERANCE PHYSIOLOGY.

The reports made to this office indicate very general compliance with the spirit as well as with the letter of the law. The penalty for failure to comply with its provisions has proven to be sufficient to secure obedience on the part of those not specially interested in the subject.

MANUAL TRAINING.

This form of instruction has been gaining steadily in favor. The labors of the Commission on Industrial Education have given to it a decided impetus. The state normal schools, with the aid of the appropriation for the purpose, have employed competent instructors, and provided the necessary rooms and appliances for wood-working at least. The pupils enter into the work with remarkable interest. The large body of teachers annually graduated from these schools will add materially to the number of those qualified to give instruction in this important art.

STATE NORMAL SCHOOLS.

These institutions continue to grow in

usefulness and in popular favor. Under the fostering care of the State they have developed from small beginnings until their graduates and undergraduates, trained by well-qualified instructors, are found in considerable numbers in every county, contributing much to the elevation of the public schools. The State normal schools are required to possess extensive buildings and grounds, and without any endowment, they are also required to maintain a large corps of skilled teachers. These schools should continue to receive the liberal support of the State.

TREE CULTURE.

The devastation by the floods of 1889 gave dreadful emphasis to the importance of this subject. Educational books and periodicals indicate a widespread interest in it. The tendency of the day toward that which is practical in schools encourages the hope that the pupils of the present and future will have an intelligent appreciation of tree culture. While it is too early to give definite results, it may safely be said that while few schools observed neither of the days appointed, many observed both.

Respectfully submitted.

D. J. WALLER, JR.,
State Supt. Pub. Instruction.

STATISTICAL STATEMENTS RELATING TO THE PUBLIC SCHOOLS OF PENNSYLVANIA, FOR THE SCHOOL YEAR ENDING JUNE 2D, 1890.

Number of School Districts in the State	2,326
Number of Schools	22,365
Number of Graded Schools	10,750
Number of Superintendents	119
Number of Male Teachers	8,382
Number of Female Teachers	16,111
Whole number of Teachers	24,493
Average Salaries of Male Teachers per Month	$39 86
Average Salaries of Female Teachers per Month	$30 54
Average length of School Term in Months	7.38
Number of Pupils	965,444
Average Number of Pupils	682,941
Cost of Tuition	$6,937,689 97
Cost of Building, Purchasing and Renting	2,738,418 41
Cost of Fuel, Contingencies, Debt and Interest Paid	3,252,313 72
Total cost of Tuition, Building, Fuel and Contingencies	12,828,422 10
State Appropriation	2,000,000 00
Estimated Value of School Property	35,435,963 00

Important Items Compared with those of the Preceding Year, Ending June 3d, 1889.

Net increase in number of Districts	9
Increase in number of Schools	476
Increase in number of Graded Schools	573
Increase in number of Male Teachers	191
Increase in number of Female Teachers	385
Increase in Salary of Male Teachers per Month	.86
Increase in Salary of Female Teachers per Month	.23
Decrease in School Term in months	.11
Increase in Number of Pupils	11,035
Increase in Cost of Tuition	$267,892 46
Increase in Cost of Building, Purchasing and Renting	684,414 02
Increase in Cost of Fuel, Contingencies, Debt and Interest Paid.	73,854 80

Condition of System, Not Including Philadelphia.

Number of Districts	2,325
Number of Schools	19,758
Number of Pupils	849,055
Average Attendance	574,817
Percentage of Attendance	.82
Average length of Term, Months	7.33
Number of Male Teachers	8,289
Number of Female Teachers	13,597
Whole number of Teachers	21,886
Average salary of Male Teachers per Month	$38 46
Average salary of Female Teachers per Month	$29 83
Cost of Tuition	$5,438,587 21
Fuel and Contingencies	2,656,958 93
Purchasing, Building and Repairing Houses	2,131,322 71
For Tuition, Building, Fuel and Contingencies	10,226,868 85
Average number of Mills on Dollar for School Purposes	5.88
Average number of Mills on Dollar for Building Purposes	3.24
Amount of Tax levied	$7,923,622 43

Philadelphia.

Number of Schools	2,607
Number of Male Teachers	93
Number of Female Teachers	2,514
Average salary of Male Teachers per Month	$133 20
Average salary of Female Teachers per Month	67 17
Number of Pupils in School at end of year	116,389
Average Attendance	108,124
Paid for Teachers' Salaries	$1,499,102 76
Paid for Houses, Additions and Repairs	607,095 70
Paid for Books, Fuel, Stationery and Contingencies	595,354 79

THE COUNTRY SCHOOL.

SUPT. H. S. JONES, LINCOLN, NEB.

THERE is a general feeling among teachers, parents, and pupils, that the country school, even when taught by a good teacher, is a place of meagre educational results. The teacher longs to get into the town or the city in order that "better work" may be done. The same feeling influences fathers, mothers, and their children, as much as to say there is no such thing as education in the country.

It is quite near the truth to say that the educational benefits of the country schools outweigh those of the town.

No teacher of a rural school has good reason to think that his efforts can but be weak because he has not the "modern appliances" and opportunities of doing "grade work" common to towns and cities. It may not be known to many country teachers that the great question with the progressive city school superintendent is how to manage the graded school so as to get into its movement as much as possible of the elasticity and individuality of the rural ungraded school. It is hardly exaggeration to say that in many cases the iron-clad graded school has done more harm than good, for the reason that the sort of inquiry that makes strong men and women, that which comes from within, is suppressed. The teacher being ever at the front, bristling with questions, smothers and kills that personality which develops thinkers and doers.

In the country school the teacher is obliged to let his pupils "go it alone" a great part of the time. Milk-and-water explanations can have no place on the programme. A hint must serve as a lecture.

In addition, the country school is not isolated educationally. Right with it, working in the same line, is the farm with its fine field for observation, reasoning, and responsibility—a school that has classes in foresight, pluck, courage, purpose, and grit.

The town school, on the other hand, is in an atmosphere of distraction. The city pupil hardly knows what it is to *ponder;* he is kept more than busy in receiving and giving out what he has received. There is but little in his home or street life that assists in making him long for trying responsibility. The tendency of the influence outside the school is to cause him to desire a "soft place" when he seeks to do a part of the world's work. It is held by some that manual education will remedy this defect, but no amount of shop work in the city can begin to do for our boys and girls what the farm has done and is doing.

True, a child will make far greater progress in a large graded school in certain things, as writing, spelling, so-called "industrial" drawing, and vocal reading, studies that are mastered through the channel of telling and imitation; but the child of the farm-school has a chance to come out through the common school course better fitted to think, to do, and to win success.

The little investigation given to the subject shows that the leading men and women of our towns and cities came up through the farm school, and the teacher in the "plain school-house on the hill" should magnify his calling, for he has grand helps and noble opportunity. *N. W. Journal of Education.*

LITERATURE IN SCHOOLS.

BY JOHN KENNEDY.

IN former times the reading habit was looked upon generally with admiration. It was taken as an assurance that the reader was gathering valuable information, was developing intelligence, was having his ambition quickened, was preparing himself for the occasions and opportunities that will come to every man, was, in short, preparing himself for success in life. While it is true that the stream cannot rise higher than its source, yet it is also true that it requires an enormous obstacle to prevent the water from finding its level. So an individual fed from the pure sources of English undefiled acquires the buoyant tendency from the thought he has received, and rises even in spite of himself toward the level of his masters. True, there is an occasional bookworm who absorbs like a sponge, and is useful only for other men to squeeze. We have the type in Dominie Samson. But as a rule good literature proves nutritious. It is digested and assimilated into the very fiber of the reader's mind. Benjamin Franklin invested his first shilling in a copy of the "Spectator." He saved from his board allowance a fairly good sum with which to purchase books for the nourishment of his mind. He became a great reader, and as a result he became the greatest philosopher, statesman, and diplomatist that our country has produced. When he went abroad to enlist aid for his sorely-pressed country, he did not have to

appear with genuflections and postrations before the symbols and possessors of earthly power. On the contrary, he was accorded the homage of an admiring world; and even the royalty of the purple hastened to pay homage to the royalty of intellect and character.

The boy read during the intervals of labor; the man taught, charmed, and moved the world. His books were for a time his designation; on his arrival in New York on his way to Philadelphia, he was honored with a message from Governor Berkley, saying that he would like a few moments' chat with the young man who had the trunk full of books. The governor, who was a Cambridge man, found that the modest youth had views, and that he was able, at almost every point of difference of opinion, to unhorse the university scholar. The old proverb says, "Beware of the man of one book." The man who has a favorite author is likely to have mastered the thought of the latter. How much more, then, need one beware of the man who has read sympathetically a fairly large number of standard authors. The "mill boy of the slashes" developed a taste for reading, and he became one of the greatest, if not the greatest, thinker and orator of modern times, the immortal Henry Clay. Another lad read the life of Washington by the light of a log fire after laboring during the day for the family bread; and in due time he sat in Washington's chair, the second Washington. Among the many good men who have occupied the president's chair, and who are yet to be there in the long succession of the future, the benign faces of Washington and Lincoln will ever be at the head. Mr. Lincoln had never attended school; yet on the occasion of his delivering an address in New Haven, he was questioned by the professor of rhetoric in Yale College as to the secret of his marvelous analytical power, and his wonderful felicity of language. He read himself into intelligence, and then he cultivated himself intelligently with such means as his modest library could afford. He was fed on giants' food, and then he deliberately converted his sanctum into a gymnasium of the mind.

Now what are we to infer? That the way to have a good stock of Franklins, Clays, and Lincolns in the country would be to keep the boys out of school? No; the way to promote such a happy consummation is to place the ban of public condemnation on pernicious books. We have great readers to-day, but they are reading to their destruction rather than to their upbuilding. The schools have taught the children to read, but they have not made sure that the children will read only what is profitable. This reading generation has been left to find its own reading matter, and it finds the wrong article. The standard books, the heritage of the race, the mind and character builders, have fallen into disuse, while an enormous market for worthless trash has sprung up in its place. The boys and girls are reading, reading, and the boys and girls are dwindling, dwindling. The supply is governed by the demand. Publishers will not long continue to ruin themselves by issuing standard works when they know that the demand is for the other kind. Publishers have bills to meet; they cannot afford to be over scrupulous; they are compelled to use the market they find rather than to try the hopeless task of creating such a market as they would desire. The new Shakespeares and Miltons may find honor in the future, but they are having a hard time of it to-day.

The interests of humanity, of society, and of the state, require that this state of things be remedied; that mental and moral nourishment be substitued for the present mental and moral dissipation. The remedy must be found in the schools. Literature must be cultivated there as a branch. Teachers should be versed in the history of literature, and familiar with a fairly large number of standard books. This familiarity should include the power of an intelligent analysis. No one should be permitted to teach without this equipment. Then the art of teaching should be the art of awakening an interest in wholesome books, and in getting those books read—the art of doing for the children what Franklin, Clay, and Lincoln were comselled to do for themselves. It should be the art of checking the use of unprofitable books. The public has a right to gauge our teaching by the state of the book-market, and by the quality of books which it finds in the hands of the budding youth of the country. Could we peer over the shoulder of the reading boy and find that he was devouring "Paradise Lost," or "The Lady of the Lake," or the "Iliad," or "Herodotus," or "Plutarch," or "The Merchant of Venice," or "David Copperfield," or Macaulay, or Longfellow, or Whittier, or Emerson, or Hawthorne, or Holmes, or Lowell, or any one of the books that have come to us to stay as an abiding heritage, would we not feel like blessing his teacher? To give the teacher credit would be almost our first instinct. Then what shall be our feeling to-

ward the teacher if the book shall prove to be Dare-Devil Dick of the Roaring Gulch, or the Antics of the Man in the Moon, or the Seared Heart? We would pity the neglected boy or girl who was exposed to such an ordeal. But what shall be our feelings towards his natural guardians, his or her parents and his or her teachers? To say the least, the vision would not call forth eulogy. Right here is an opportunity for a great reform in educational methods. Some localities are rising to the occasion, and are getting wholesome books used. But those localities are still very few; the majority of public schools are attending to arithmetic, grammar, geography, etc., and are letting literature take care of itself. The play of Hamlet becomes of little interest with Hamlet left out; and the play of education becomes of little value, if not a positive evil, with the element of literature left out.—*N. Y. School Journal.*

THADDEUS STEVENS.

BY ALEXANDER H. HOOD.

WHEN a man of peculiar qualifications is required to push the world onward towards the good time coming, when the lion and the lamb shall lie down together and a little child shall lead them, Providence always furnishes an instrument adapted to the work. History is full of such cases. Sometimes the chosen one seems to come forth like Minerva from the head of Jove, fully developed and equipped at all points for the work. At other times it would appear that a long course of vigorous training is required to fit the destined leader for his work. Moses spent the first forty years of his life in the most learned, the most luxurious, the most dissolute court then existing. In this period he learned to know men, their virtues, and their vices. Forty years more tending sheep in the solitudes of vast plains and rugged mountains, gave him leisure to think over, to fully comprehend the power and use of the knowledge he had before acquired. It was in this way he was made capable of becoming the leader and law-giver of the only people who retained the knowledge of the facts and principles on which only the highest civilization is possible: the law of the Eternal, Invisible, Allpowerful Intelligence, which made and sustains the universe, material and spiritual.

In our own time we have seen numerous instances of Providential selection and preparation. No other man than Abraham Lincoln could have abolished slavery so effectually as he did. His slow, cautious mode of dealing with the question, prevented all hazard of failure from premature attempts. At the beginning of the war Grant never dreamed that he was the man destined to end the rebellion. Up to this time he had not been a prosperous man. Fortune, in almost every instance, seemed to baffle his exertions. Most probably it was from this very circumstance that he acquired that persistence of purpose which afterwards made his success so thoroughly complete.

Lincoln finished his allotted task, and in fire and blood was called to his reward. Grant still remains, [This sketch was written in 1871.] Without the crowning victories of Grant, Lincoln's proclamation of freedom would have remained a dead letter. Without the reconstruction measures of Stevens, the South in a few years would, through the agency of its legislative bodies, have nullified all the good which the proclamation of Lincoln and the victories of Grant had given the nation power to establish. To give a history of this man as fully as can be done within the small space to which this article is limited, is the task which the writer has undertaken.

Thaddeus Stevens was born in the town of Danville, Caledonia county, Vermont, on the 4th day of April, 1792. Of his father but little is known, beyond the facts that he was a man of rather dissipated habits, and a great wrestler, able to throw down any man in the county. In the war of 1812 he enlisted as a soldier, and in the attack on Oswego received a bayonet wound, of which he died a few days afterwards. His mother, of whom he never wearied in talking, was a woman of strong natural sense and unconquerable resolution. Her maiden name was Morrell, and the great object of her life was to give her sons a good education. In this effort she was successful. The eldest became a judge in Illinois; Alanson, the second son, was a practising physician of high reputation at the time of his death. Another, the third of the brothers, became a farmer, and was a gentleman of intelligence and culture. Thaddeus, the youngest, was the one on whom she placed the greatest share of her affections. There was a valid, natural reason for this. The boy, though healthy, was in some degree deformed. He had a club foot, and doubtless required greater attention than the others. From the little that can now be gathered as to the relations between him and his mother,

it is very clear that he was the Joseph of the family.

His first journey into the world was in 1804, when he went with his parents to Boston, on a visit to some relations. He very seldom alluded to his trip, though from what he did say about it, the inference to be drawn is, that he came to a resolution to become rich and live like the wealthy men did there. This resolution, however, seemed to have little effect upon his after-life, for there never was a man who cared less for money to be spent upon himself. It may be that it was at this time he began to understand that money was the power by which men were ruled, but it seems scarcely possible that one so young could have arrived at this conclusion. He was, however, a genuine Yankee, and in poor countries, like Vermont was then, taken in connection with his knowledge that all he could ever hope to be must depend upon himself, it may be that it was then that some of the prominent characteristics of his nature were developed. That it was at this time he determined to make his mark in the world, is certain. The year after this, the spotted fever prevailed to an alarming degree in Caledonia. For miles around his home there was scarcely a family in which one or more were not stricken down. In many houses all were sick, and it was almost impossible to obtain help. In this state of things Mrs. Stevens turned nurse, and went to the help of her neighbors, taking young Thaddeus along with her. Among the families they visited there was no little suffering, and the recollection of this fact operated in after-life to make him always very kindly disposed to the sick and the poor. To such, up to the end of his life, when he knew of their wants, he was always a ministering angel. Often, it is true, he would rail at men for their vices, their want of industry and care, and yet it often seemed he was more kind to this class of persons than to those who had never been guilty of such imprudence. Many of his good works of this kind were done in secret, no one knowing anything about them except himself and the party benefited. Those who asked for his charity he never refused when he had money; when his pockets were empty, as was sometimes the case, he would never admit the fact, but justify his refusal by bringing forward the unworthiness of the applicant. Those who knew the real reason of his conduct, were often considerably amused at the seriousness with which he would lecture the applicant on such occasions.

That his father was a shoemaker is known, but he did not work steadily at the business. Thaddeus, though his opportunities were not great, had still a chance to pick up a little of the trade. Certain it is, that after his father's death, and perhaps before it, he made the shoes of the family, and perhaps some for a few of the neighbors. In his younger years, when first a candidate for the Legislature, he used to boast of being a shoemaker; and the writer has seen men who averred that they had worked with him in the same shop, but this was not true. Certain it is, that he never did anything of the sort in Pennsylvania.

During his early years Mr. Stevens was a most diligent reader of everything that came into his hands. Books, at that time, were not very numerous in Peacham, where he then lived. When he was about fifteen he tried the experiment of founding a library, which it is said still exists, having grown considerably in size since his day. About this time, like all Yankee boys who desire an education, he began to teach school, and, it is said, was quite a successful teacher. On September 11th, 1814, he was a student at Burlington College [afterwards known as the University of Vermont, from which Dr. Higbee graduated in 1849], for on that day he saw, with a spy-glass, the fight between McDonough and the British fleet on Lake Champlain. For some reason he did not graduate at this College, but at Dartmouth in the following year. Perhaps the following circumstance, which is taken from the relation of Stevens himself, may have had something to do with the change.

The campus at Burlington College was not enclosed, and the cows of the citizens used to enjoy it as a pleasant pasture-ground. Before commencement, it was usual to give the people notice to keep their cows away till after commencement was over. The grounds were then cleared up, and everything kept in complete order till the exercises were ended and the students gone to their homes. It happened that among the citizens of Burlington was a man, "a stubborn fellow, whom," as Stevens said, "we shall call Jones." He would take no steps to keep his cows off the campus. One night, about a week before the day of commencement, Stevens and a friend were walking under the trees in front of the College, when they saw one of Jones' cows within the lines. They knew the cow belonged to Jones; they knew Jones let her go there in a spirit of defiance of the students. After some discussion, it was agreed to kill the cow.

Among the students was a young man of good reputation who kept himself aloof from most of the others. This young man had a room in an out-house belonging to the College, where in spare moments he manufactured many things out of wood, which he sold to the people of the town and to others. Among other tools, he was known to have an axe, and Stevens and his companion determined to use it in the execution of the cow. The axe was procured, the cow was slain, the axe returned, and the two avengers of the college dignity retired to rest. The next morning Jones was with the president; and an investigation was at once begun; blood was found on the axe of the well-behaved student; he denied the charge, but as there was no evidence against any other person, he was threatened with a public reprimand and expulsion on the day on which he had expected to graduate with high honors. No doubt the young man suffered much, but Stevens and his associate suffered more. They dared not inform against themselves, yet they could not see an innocent person punished for their misconduct. What was to be done? After many conferences, without any result, Stevens suggested that Jones was not a bad man, but rather a high-spirited fellow, who would help them out of the scrape if they would throw themselves upon his mercy. This they resolved to do. It was the night before commencement day, when they had their interview with Jones. They made a clean breast of it, and offered to pay twice the value of the cow whenever they should be able to do so. Jones listened kindly; told them not to distress themselves about the price of the cow, and said he would fix it all next morning. True to his word, about nine o'clock Jones appeared just before the proceedings were to begin; told the professors that he was all wrong about the death of his cow, and that she had been killed by soldiers who were going down the river on a boat, and had no time to dress and remove the meat. This made all things right; the young man was not expelled, but honorably acquitted of the charge. Stevens and his friend were never suspected. Some years afterwards, when Stevens was rising in the world, Mr. Jones received a draft for the price of the best sort of cow in the market, accompanied by a fine gold watch and chain by way of interest. A year or two afterwards there came to Gettysburg, directed to Mr. Stevens, a hogshead of the best Vermont cider, and this was the end of the killing of Jones's cow.

It cannot now be ascertained with certainty what profession Mr. Stevens originally intended to adopt. In arguing predestination with one who is an Arminian, he evinced such an intimate acquaintance with the theological writers of the Calvinistic school, that the friend said: "Stevens, did you ever study with a view to the pulpit?" The answer was: "Umph! I have read the books." This is all that is known about it.

Mr. Stevens made his appearance in Pennsylvania, at York, about the end of 1815, where he obtained a situation as teacher in an academy, of which Dr. Perkins was the principal. Amos Gilbert, a celebrated teacher, then residing at York, said that Stevens was at that time one of the most backward, retiring, modest young men he had ever seen, and that he was a remarkably hard student. This is the only fact as to the period of his stay at York the writer has been able to ascertain. Soon after leaving the academy he made application for admission to the bar at Gettysburg; but owing to the fact that he had not read law under the instruction of a gentleman learned in the law, for two years, as required by the rule of court, he was rejected. At that time Maryland admitted all applicants to the bar who, on examination, were found to be qualified. Mr. Stevens went to Bel Air, where the court was in session, and made application to be examined. The court, Judge Chase, appointed a committee, of which the chairman was General Winder. Stevens' description of the examination is well worth preserving:

Supper was over, the table was cleared off, and the clock said it was half-past seven. Stevens was, of course, punctual to time, and shortly after, the judge and the committee took their seats. "Are you the young man who is to be examined?" said the judge. Stevens replied that he was. "Mr. Stevens," said the judge, "there is one indispensable pre-requisite before the examination can proceed. There must be two bottles of Madeira on the table, and the applicant must order it in." The order was given, the wine brought forward, and its quality thoroughly tested. Gen. Winder began with: "Mr. Stevens, what books have you read?" Stevens replied, "Blackstone, Coke upon Littleton, a work on Pleading, and Gilbert on Evidence." This was followed by two or three other questions by other members of the committee, the last of which required the distinction between a contingent remainder and an executory devise, which was satisfactorily an-

swered. By this time the judge was feeling a little dry again, and broke in saying: "Gentlemen, you see the young man is all right; I'll give him a certificate." This was soon made out and signed, but before it was handed over, two more bottles had to be produced. These were partaken of by a large number of squires and others, who were there attending court, who, as soon as the examination was concluded, came in and were introduced to the newly-made member of the bar.

He left early, rode fast, and while crossing McCall's Ferry bridge, not then finished, he had a very narrow escape from death. His horse took fright, and would have fallen into the river with his rider, had it not been for the presence of mind of one of the men working on the bridge. He dined that day in Lancaster, at Slough's hotel, and while his horse was resting, walked from one end of King street to the other. He did not feel pleased with the town, and while thus engaged came to the conclusion he would go back to Gettysburg. That night he staid at York, and the next day began his legal career, with but few friends and very little money.

It was a considerable time before he obtained any business of importance, and he became quite discouraged. At a dance at Littlestown, he told a friend he could hold out no longer, that he would have to seek another location. A day or two after, a horrible murder was committed, and none of the prominent lawyers seemed willing to undertake the defence. Stevens was retained, and exerted himself to the utmost in behalf of his client, but without success. The man was convicted and executed. Many years after, Mr. Stevens said that he had been counsel for the defence in more than fifty murder cases, in all of which but one he had been successful, adding that every one of them deserved hanging except the one that was hanged, who was certainly insane. This case brought Mr. Stevens a fee of $1500, and this was the beginning of his fortune.

Mr. Stevens rose at once to celebrity as a lawyer. He was up to 1831 engaged in nearly all the great cases tried in Adams, York, Franklin and Cumberland counties. During this period a large number of colored people, illegally held by persons claiming their services as slaves, were liberated by his exertions. When the law could not avail, he used to buy and set them free. At one time when coming from the Hagerstown races, he stopped at a tavern, the landlord of which had been "cleaned out," and had no resource but to sell one of his *boys*. There was already a trader haggling about the price when Stevens arrived. The owner wanted $500, the trader offered four hundred. While this was going on, Stevens was so strongly impressed with the boy's resemblance to the landlord, that he called him aside and asked why he was going to sell the boy to a trader. The landlord said he did not like to do it, but he had been so very unfortunate at the races, that he must make a raise some way or other. Stevens, finding that the owner would rather not sell the boy, proposed to buy him for his own use. After talking it over, Stevens saying he would set the boy free at twenty-one years, a bargain was made for $350. When the bill of sale was being made out, Stevens asked what name he should give the boy? Observing the landlord looking confused, and red in the face, Stevens said, "Oh, I'll put your name in; these fellows always go by the name of their owners." "I saw," Stevens remarked, "he was the landlord's own son, or I never should have bought him for $350." Stevens kept him about four years and then gave him a fair start to make his own living.

Until 1829, when the Anti-Masonic excitement swept over Pennsylvania, Mr. Stevens took but little part in politics. It nowhere appears that in the elections from 1817 to that period, he was in any degree prominent. The reason for this seems to have been, that being a Federalist, and the party going downward, he could not find a cause in which to exert his energies. He once told the writer that the last intercourse he had with Buchanan was at York, in 1827. They had both been engaged on the same side in the trial of a cause, and when the jury were out they walked down a lane some distance from the town and took a seat on the top-rail of the fence. Buchanan began the discourse by saying to Stevens, that now was the time for a man of ability to enter into politics, and suggested that Stevens would do well to come into the support of Jackson. Stevens answered by saying, that he saw the advantages of such a course, but for his part he was ashamed to forsake his old opinions, which he believed to be right, for the sake of joining a party in which he had no faith. [They took opposite sides in politics, and often assailed each other bitterly]. In 1867 they met again at the wedding of Dr. Henry Carpenter, the friend of both. Stevens approached Buchanan, holding out his hand. Buchanan turned aside

as though he did not see the offer, and entered into conversation with some one whom he met as he turned. During all these forty years they had never met. A year afterwards both were in their graves.

In 1831 Mr. Stevens began his political career as a member of the Assembly from Adams county. The session was nearly over before he said anything which excited marked attention. He then made a speech reviewing the course of the Jackson party and its leaders, which at once placed him in the front rank of the ablest men of the State. This revelation of ability, with his strict adherence to his proclaimed principles, drew upon him the enmity of his opponents, and for many years he was the target at which their most venomous shafts were directed. The deformity of his foot was seized upon to spread the idea of his connection with the prince of the fallen angels. Those who read the Democratic journals of that time, will see that no man was ever more foully abused. He was charged with all manner of evil, and men who said a word in his favor were regarded as little better than himself. Such was his reputation up to 1835, when an attempt was made to repeal the school law, passed at the previous session by a nearly unanimous vote. The fact that it seemed to impose a new tax was seized upon by both parties, and each fearing the other might gain advantage by being foremost in its denunciation, made all possible haste to declaim against it. When the bill was called up in the House, it seemed as though no one would say a word in favor of the then existing law. Speech after speech was delivered in favor of the repeal, and the question was on the point of being put, when Mr. Stevens rose to speak. He was terribly earnest. All his powers were roused to the utmost. Those who heard him, say he spoke like a prophet inspired by the truth and magnitude of his theme. In ten minutes it seemed as though all opposition to the schools was utterly vanquished. When the vote was taken the bill was defeated by a decided majority. This speech placed the school system of Pennsylvania upon an impregnable basis. No man was ever afterwards heard to speak of its repeal. Ever since, it has been steadily growing in popular favor—indeed, at this time, but few recollect or know that it was ever bitterly opposed. Successive acts of the Legislature have brought it to the perfection it has now attained, and at this day it ranks in its sphere with the very best educational systems of the world.

But in 1835, there was no such thing as reporting speeches by phonography. There was not even a stenographer to be found in either House of the Pennsylvania Legislature. Some hours after its delivery it was attempted to report it from memory, but the written speech conveys nothing of the force and power of the words as they fell from the lips of the speaker. From that day forth Mr. Stevens was regarded by all intelligent people as a great man. Some hated him still, but no one was foolish enough to deny his ability.

During this same session, the committee to investigate Free Masonry, of which Mr. Stevens was the chairman and originator, made its report. At this day it would be quite a curiosity, but it had the effect to keep up the excitement for a year or two longer. At the election in 1835, in consequence of the split in the Democratic party, Joseph Ritner was elected Governor by a plurality of votes; the united vote of Wolf and Muhlenberg exceeding the number polled for Ritner by about twelve thousand. In 1836, General Harrison was nominated as the candidate for President in opposition to Martin Van Buren. During nearly the whole of this campaign, Mr. Stevens was unfavorably disposed towards the anti-Democratic nomination, and it was only after the State election had revealed how necessary it was for the salvation of his own party that Mr. Stevens yielded to the nomination a cordial support. Harrison's unexpected popularity, as developed in the election returns, made it apparent that by a union of all opposed to the Democracy, Pennsylvania might be carried by the opposition; and during the session of the Reformed Convention in 1837, this union, so far as the leaders of the various factions were concerned, was almost fully accomplished. In that convention, Stevens, for the first time in his life, came in contact with the most brilliant speakers and the most profound thinkers in the State, proving himself rather more than a match for the best of them. John Sergeant, Joseph Hopkinson, Joseph R. Chandler, Charles Chauncey, Thomas Earle, C. J. Ingersoll, James M. Porter, Walter Forward, John Morin Scott, and George W. Woodward, were the men who were always seeking for a weak spot in his armor, but could never find it. Those who were rash enough to make a direct attack upon him, always came out of the encounter damaged or completely overthrown. Those who now would like to take the intellectual measure of the man in his best days, should carefully study the debates of that convention, for the

best talent of Pennsylvania was to be found on the roll of its members. Whether the changes made by this body in the fundamental law of the State were improvements or otherwise, is not yet fully settled. Further steps in the same direction must yet be taken to make us certain of its wisdom or its folly. Let the final verdict be what it may, it will never be known from the names of its makers appended thereto, that Mr. Stevens was its leading mind. The constitution, as amended, confined the right of suffrage to *white* males only.

Mr. Stevens sternly denounced this as a violation of natural right, as an act of the meanest sort of tyranny, perpetrated by cowards and fools, for the purpose of proving how low they could bend the knee to the "dark spirit of slavery." His name is not attached to the instrument. The pitiful record of the infamy of all its other members can never be blotted out. Thirty-four years have passed away since this act of tyranny was perpetrated. Stevens lived to see many of those whose signatures sanctioned the foul act, repent sincerely of their error. In the late copies of our Digest, the names are not attached to the constitution. No one of those who voted for the word *white*, now cares to be remembered as a member of the convention. Such is the change time has wrought in the public mind.

Soon after the adjournment of the Legislature in 1838, Mr. Stevens was appointed canal commissioner. This was done because it was believed he could so manage the public works as to make them a powerful engine in the re-election of Governor Ritner. Never, perhaps, was there a more bitter electioneering campaign in Pennsylvania. No stone was left unturned on either side to ensure success. The newspapers of the day were full of libels, and a stranger, believing either side, would have thought the opposing candidates the greatest scoundrels that ever existed. It soon became clear that Ritner had been defeated, but the Legislature was still in doubt. Both sides claimed that in Philadelphia all their members were elected. The return judges of that city and county split into two bodies, and each made their own return. The returns made by Ritner's friends came to Harrisburg, and were deposited in the Secretary's office, in the manner prescribed by the law. The other set of returns were brought to the office by private hands, and the Secretary of State, Thomas H. Burrowes, refused to receive them.

When the Legislature met, an immense crowd of bullies and roughs, from almost every part of the State, filled the capital. The clerk read the returns as presented by both sides; both sides elected a Speaker, and both adjourned their respective followers, or as they were then called, Houses. In the morning it was feared there would be a terrible fight, but as an adjournment had been effected without violence, it was supposed that all things would go on peaceably. During the whole morning a rowdy from Philadelphia stood behind the seat of Mr. Stevens, with a dagger in his coat bosom, who swore that if the friends of Ritner attempted to eject the Democrats by force, he would kill Stevens. This desperado was watched closely by another of the same stamp, who, with a butcher knife, would have stabbed the first had he moved a step further towards his intended victim. It was a perilous time. Had the slightest assault been committed upon any one, no matter from what cause it originated, it would have produced a terrible scene of bloodshed. The crowd had come with a fight in view. No one cared to take the responsibility of striking the first blow. Its dispersion lifted a heavy burden from the hearts of all who desired peace.

The Senate met at three o'clock, and contrary to expectation the lobby was crowded to suffocation. It so happened that both parties had Senators to be sworn in, whose claims to seats were founded on returns known to be erroneous, but right upon their face. In this class was Senator Bell, from the Chester and Montgomery district. As he was entitled to his seat in the first instance, there was no objection made. He was a Democrat; but when Hanna, a Whig, in similar circumstances, was about to be sworn in, a scene of the utmost confusion prevailed. The crowd broke over the lobbies, some of them got upon chairs and began to speak. Charles Brown, one of the Democratic contestants, was particularly vociferous, and so was Washington Barton. During all this time the Speaker, Penrose, kept his seat and tried to maintain order, but his efforts were in a great measure fruitless. It was now nearly seven o'clock. Stevens, who was in the hall, now attempted to leave, but could not make his way through the crowd. He went back to the fire-place, and while standing there was told by a friend, it was intended to kill him if he went out at the door. It was then suggested that he and Burrowes should leave by the window of the room, near the fire. This was done, not to avoid danger, for he did not believe

the story, but because there was no other means of egress. While going out of the window, the door of the room opening at the end of the lobby stood open, and they were seen by some of the crowd. Three persons, one of them with a large bowie-knife in his hand, ran out through the crowd, swearing that he would kill the scoundrel yet. Had these villains not mistaken the direction of the window, there is very little doubt that both Stevens and Burrowes would have been murdered. For some days all was confusion, but on Sunday a considerable number of uniformed volunteers arrived from Philadelphia and restored order. For nearly three weeks the Stevens House met in a room at Wilson's, now the Lochiel House. This could not last; and the Senate agreed to recognize the Hopkins House. For nearly the whole session Stevens absented himself from his seat. When the session was more than half over, the Democrats passed a resolution of expulsion, which was followed by an election, at which Mr. Stevens was re-elected by a large majority. He took his seat a few days before the end of the session, and remained there till its close.

In the great campaign of 1840, Mr. Stevens took a decided stand in favor of "the Hero of the Thames." For months before the inauguration of Harrison, it was understood throughout Pennsylvania, that Mr. Stevens was to have a seat in the cabinet. That Harrison had selected him for postmaster general is known with certainty, but through the open opposition of Clay, and the wavering of Webster, the appointment was given to Mr. Granger. Stevens never forgave Webster for the part he took in this transaction; nor did he go into the support of Clay in 1844 till, through Harmer Denny, Clay made known to Stevens that, should he be elected, atonement would be made for past wrong. Had the urgent entreaties of Stevens and his friends in relation to General Markle, the candidate for Governor, been acted on, Henry Clay would have been President of the United States. That Markle was known to be the fast friend of Stevens, lost him votes enough to ensure his defeat. This lost Pennsylvania to Clay, and that decided the contest.

Mr. Stevens closed his service in the Legislature of Pennsylvania with the session of 1841. His long continued attention to politics, and the large sums he expended, had materially impaired his fortune. In the summer of 1842 he came to the conclusion that Gettysburg did not afford an adequate field for his powers, and this induced his removal to Lancaster, in August, 1842. His course in 1844 has been already noticed, and from that time till 1848 he was quiescent in politics, though he was always keenly alive to what was going on in the country. During this period his practice was very remunerative, and from this and the sale of his Adams county farms, he brought down his debts to within what he considered a manageable limit. In 1843 he was in danger of being sold out by the sheriff. In 1844 he paid interest on debts amounting to $217,000. In 1849, when he first went to Congress, he had reduced his debts to $30,000.* On March 4th, 1853, when his first service in Congress ended, his debts amounted to about $60,000. What he was worth at his death, is difficult to say. It may have been $100,000, perhaps less than half of that amount.

When the free-soil movement began, he was favorable to its principles, though he supported Taylor with all his might for the presidency. In 1848, after a sharp contest with the opposing candidates for the nomination, he was named for Congress by the supporters of Taylor, and elected by a large majority. During the four years that he served at this time, he was recognized as one of the leading men in Congress, and enjoyed to a large extent the confidence of Gen. Taylor, who, though a slaveholder himself, was, without declaring it openly, opposed to the further extension of that evil; and it is very certain that it was through his adroit management California came into the Union as a free State. After the death of Taylor, Fillmore, in hope of a re-election, and Webster, with the design of taking the wind out of Fillmore's sails, went down on their knees to the slave power, and gave it all it wanted, in the shape of the fugitive slave law. This law and all kindred measures Mr. Stevens opposed to the extent of his power.

In 1851, for the first time in many years, a fugitive slave resisted, with arms, the claim of his owner. About two miles from Christiana, Lancaster county, a number of fugitive slaves were hiding at the house of a colored man named Parker. An elderly man, named Gorsuch, of Maryland, assisted by his son, and a deputy marshal from Philadelphia, named Kline, came to the house of Parker, about an hour before daylight. Gorsuch, the younger, with Kline, summoned the persons inside to surrender. To this it was replied, they would defend themselves, and at the same time the click of fire-

arms was heard. Kline ran and hid behind a tree. Young Gorsuch went to his father and reported that an attack would be dangerous. The old man said it would never do to back out so, and started towards the house, his son following. Gorsuch hailed the house again, and on receiving a defiant answer, fired a pistol, the ball taking effect in the leg of one of the blacks in the house. This shot was returned by a volley, killing the elder Gorsuch. The firing alarmed the neighborhood. Castner Hanway and Elijah Lewis were the first to reach the place. These were white men and abolitionists. Their influence prevented further firing, and they assisted the younger Gorsuch to remove the dead body of his father to Christiana, the nearest railroad station to the scene of the fight. This occurrence raised the pro-slavery spirit to a flame. For a week no colored man could pass along the railroad without being arrested. Hanway and Lewis were taken to Philadelphia and tried for treason. In this trial Mr. Stevens and John M. Read, now (1871) one of the judges of the supreme court, were the counsel for the prisoners. Judge Read's exhaustive argument on the law of treason knocked the breath out of the prosecution, and Mr. Stevens was content with but a few words. The prisoners were acquitted, and from that day the fugitive slave law was a dead letter in Pennsylvania. The great merit of Mr. Stevens in this transaction, was in the bold, firm stand he took at the beginning. His defiant attitude kept up the courage of those who would otherwise have desponded. His share in the trial was not very conspicuous, but there were good reasons for the course he pursued. The great object was attained, and that was all he desired.

From 1853 to 1858, Mr. Stevens steadily pursued the practice of his profession, though at the same time taking part in the initiatory movements which resulted in the formation of the Republican party, he being one of the delegates from Lancaster, the Ninth Congressional district, to the convention which nominated Fremont. In 1858, the necessities of the country required his presence in Congress, and, after a warm contest, he was elected by a large majority. He had scarcely taken his seat in that body, in December, 1859, when the first symptoms of the rebellion began to be developed. The South was preparing for an appeal to arms, while the North could not by any means be induced to believe there was any danger of a fight. During the whole summer of 1860, slaveholders were declaring that if a Black Republican should be elected the South would secede, and Mr. Stevens was one of the very few men in the country who believed the southern leaders really intended to keep their word. Lincoln was elected, aud even then, when the navy was on the other side of the globe; when the army was stationed in the very places most favorable for the designs of the traitors; and when nearly all our muskets and guns were stored in the arsenals of the South, scarcely any one believed that war was impending. In those critical thirty-seven days, from the inauguration of Lincoln till the attack on Sumter, Mr. Stevens continually urged upon those who had the power, to at least make some preparation for defence, but with scarcely any result. It was only after the first great act of the bloody drama had been closed, that people began to have some faint idea of the national danger. Even Mr. Lincoln and Secretary Seward thought that 75,000 men could make all things right in ninety days. Mr. Stevens saw the full extent of the danger, and always said that a million of men should be called out till the war was ended. After Bull Run had verified the correctness of his views, he was heard with attention; and though from his age and deformity it was impossible that he could be a combatant, no man in the country, in the field or out of it, exercised a greater influence or personally did more to place our immense armies in the field. Through all those bloody years, as chairman of the committee of Ways and Means, he was most emphatically the right man in the right place. Had he been younger and not deformed, his natural courage would have sent him to the battle-field at the firing of the first gun. Men, firm believers in the doctrine of special providence, aver that his lameness was a necessity ordained to keep him where he was. Without entering into any discussion on this point, it is enough to say, there were so many illustrations of the doctrine during the war, that to a thinking mind it is somewhat difficult altogether to deny the proposition.

The war ended, but the troubles it brought in its train stood out in such bold relief, that people only then began to have something like a correct idea of their magnitude. The South, though beaten and vanquished, was far from being in a temper to accept the situation as the fortune of a war brought on by themselves against their brethren. There was a debt of nearly if not more than three thousand millions, taxing the people and their posterity for many years to come.

Besides this, there were four millions of emancipated slaves to be cared for, to be instructed and protected from the aggression of those who had formerly been their masters. Of the measures adopted to reconstruct the South, Mr. Stevens was the author. The whole general plan, though possibly not original with himself, was by adoption peculiarly his own; and though some modifications may have been made in Congress, yet the principal features of his measures were retained, and were the means employed to govern the people of the section lately in rebellion until its several portions were again admitted as component parts of the Union, as States, members of the great family of communities forming the indivisible Republic.

During the whole period, from the beginning of the war to the end of his life, Mr. Stevens was scarcely a day absent from his seat, and for the most of that time his labors were truly herculean. During the war, in times of peculiar adversity, when everybody else seemed to lose heart, his indomitable energy, and his full assurance of final success, inspired with new life the hearts that were ready to give up the combat. After the disastrous battles of Fredericksburg and Chickamauga, he seemed more than ever determined to fight on, no matter how gloomy the prospect before the country. A single instance will show how contemptuously he treated those who even thought of the possibility of some sort of reconciliation with the rebels. A very distinguished journalist, a man then heart and soul devoted to the Republican cause, but at times rather doubtful of our ability to win, came to Washington, most likely at the invitation of President Lincoln, to talk over the matter as to the possibility of making a peace on some reasonable terms. At what conclusion he and the President arrived, can only be inferred from subsequent events; but it is certain that after leaving the White House, he called on Mr. Stevens. Here he unfolded his budget of statistics, etc.; spoke of how large the debt was already; how great it would become in a short time with gold at $2.80; how many lives had already been lost, and how many more would be sacrificed; that we never could succeed, and more of the same sort, ending, that "peace must be made in some way." Stevens heard it all patiently; was silent for a moment, and then rising, said: "Mr. ———, every man in these United States has a constitutional right to make a fool of himself." His visitor bundled up his papers and left at double quick.

Men will wear out, and Mr. Stevens was no exception to the general rule. When he left Lancaster for Washington, about the end of November, 1866, he was so feeble as to be unable to sit up in the car, and a bed was made for him on the floor. Those who knew his condition had great fear whether he could survive the journey. After his arrival at Washington he rallied, and during most of the session he remained comparatively well. At the adjournment he came home, and remained there till November, 1867, when he took his last journey to the capital. He then seemed much better than he had been for some time, and appeared very hopeful in regard to his health.

On the 25th of February, 1868, Mr. Stevens, with Mr. Bingham, appeared in the Senate and presented articles of impeachment against Andrew Johnson. The trial, of which Mr. Stevens was one of the managers on the part of the House, ended on the 26th of May. During all this time Mr. Stevens, so feeble as to be carried daily to the capitol in a chair, was always present attending to his duty. Nor, when the impeachment trial was over, did he fail to attend, but continued to appear almost daily to the end of the session, which closed on the 17th of July. Mr. Stevens was at this time too weak to attempt the journey to Lancaster. Every day he became more and more feeble, till at last, on the 11th of August, 1868, he ceased from his labors.

The character of Thaddeus Stevens was made up of contradictory elements. Nature designed him for one of the great men of the race, and so far as time and circumstances gave his powers opportunity to act, he fulfilled her intention. One of his most remarkable endowments, was that never-failing spirit of generous kindness, which made it his pleasure to do good to and confer benefits on all who came within his reach. His inherent liberality grew by continual practice, till it became almost one of the necessities of his being. No man, woman or child ever approached Thaddeus Stevens, worthy or unworthy, and asked for help, who did not obtain it when he was possessed of the means. His money was given freely and without stint, when he had it. And with this unbounded liberality was associated a strong feeling of pride, which but few of his most intimate friends ever suspected to exist. He never would confess to a want of money, no matter how straitened his circumstances. When in this condition, if contributions were solicited, he invariably either found some objection to the object,

or to the person in whose behalf the request was made. Beggars of all grades, high or low, are very quick in finding out the weak points of those on whom they intend to operate; and Mr. Stevens was always, but more particularly when he was a candidate, most unmercifully fleeced.

We have ascribed this profusion of liberality to an innate kindness of heart and a natural desire to do good to all with whom he came in contact. This is undoubtedly true; but Mr. Stevens was far too observant, far too good a judge of men's motives, not to know that he was almost invariably imposed upon. This knowledge led him to believe that nearly all men were corrupt and unfit to be trusted.

Another quality most strongly developed, was his unconquerable perseverance and determination to accomplish anything which he undertook. No matter how often defeated, he was always ready to "try, try again;" and this he would do when, to all appearance, he had not the slightest chance of success. One great object of his ambition was to be a Senator of the United States, and had he conceived the idea ten years sooner, there is little doubt he would have reached his aim. In this, perhaps, it was better for his fame he did not succeed. In no other position than the one occupied for the last ten years of his life, could he have done so much for the increase of his reputation, or the benefit of the cause in which he was engaged. That he never obtained his desire, was another verification of the undoubted truth: "Man proposes;" God rules.

The great results which flowed from this indomitable firmness of purpose, have never been attributed to their true source. From the beginning of the great conflict between the contending sections of the nation, till a very short period before its close, there were multitudes of people who were willing to make peace with the rebels upon their own terms. Even among distinguished men of the Republican party there were never wanting persons of weak backbone, who would at any time have been only too glad to have a chance to enter into some sort of compromise. Against all such his tremendous powers of invective and sarcasm were continually directed, not so much in speeches as in his general conversation. Whenever and wherever he detected the first symptom of backing down, the man who exhibited the weakness was soon made to feel uncomfortable; while to those who were but seldom troubled with such fits of despondency, he imparted a share of that perfect confidence in the ultimate triumph of the national arms, which was one of the most effective agencies in insuring their final success.

Men of this description are not usually noted for their kindness and humanity, but with Mr. Stevens the bark was generally worse than the bite. To hear him speak of military men of all grades, who had during the war been derelict in duty, it might have been inferred he was extremely sanguinary, but such was not the case. During the war his good offices were often required to save men sentenced to be shot, and he never refused to invoke with success the kind feelings of President Lincoln, who was only too happy to have some person to intercede for the miserable delinquent. It is true that in a speech in Congress, Stevens justified Juarez for shooting Maximilian; but it is very certain that had he been ruler of Mexico, the fallen emperor would have been sent home safe and sound. There is no doubt that had Mr. Stevens been invested with the power of life and death, there would have been but few criminals executed. A woman's tearful face, or the wail of a child, was beyond his power to resist. This, in a ruler, might have been a great weakness, but in Mr. Stevens' position it was, doubtless, one of the most amiable traits in his character. Nothing ever pleased him better than to tell of his success with the President on occasions like those above referred to. He never took the credit of success to himself, but always ascribed it to the goodness of "Old Abe." Let us illustrate what has been said by introducing one of these stories: "A young fellow from Lancaster county was to be shot for desertion. It was rather a hard case, and his mother, in great distress, called on me to help save him. I took her at once to the White House and introduced her to the President. On the road I told her to tell her story in her own way, which she did in such a manner as none but a mother could tell it. I said nothing. I saw by the President's eye it was all right. There was no use in my saying a word. While she was talking the President began to write. It was but a couple of lines, but it was effectual. Fearing a scene, I took her into the ante-room, telling her as we went along her son was safe. As soon as she fully understood it, she broke out: 'Oh! this is the man our newspapers said was a brute and a devil. Why, he is the loveliest man I ever saw in my life! He is an angel! He does the

work of the Almighty, and stands in His place on earth! I could worship him for his goodness—my poor Ben is safe.' There was a great deal of desertion about that time. Some hard-hearted devils thought all should have been shot, but then I had nothing to do with that. It was Lincoln's business, and he did all those things as he believed to be right. He was a great man. In his place, perhaps, I would have done the same thing."

Of Mr. Stevens' religious views it is difficult to speak. His mind was so constituted that he was very incredulous as to anything in conflict with his own reason. But he was not altogether devoid of faith, for he was a fatalist in the strongest sense of the term. In this belief he was as firmly rooted as any follower of Mahomet could be. Still Mr. Stevens was not an immoral man. He was no scoffer, he was never profane, was strictly temperate, and in all things rigidly truthful.

The intellectual powers of Mr. Stevens were of a very high order. His perceptions were quick, his reasoning powers strong and accurate, and his memory almost unrivalled. This last he always said was not a natural, but an acquired faculty. This perhaps was partly true, though the foundation on which to build the superstructure must have been the result of his fine mental organization. He could remember all the evidence in the longest trial, and repeat all the important parts with surprising accuracy. At some period of his life he must have been a very hard student, for his knowledge seemed almost without limit. In reasoning upon a given proposition he scarcely seemed to think, his deductions coming as though by intuition. His illustrations were very seldom beautiful, but always apposite. They hit the nail square on the head, and made further blows needless. He could be exceedingly sarcastic, but he seldom employed this weapon without just provocation. He was too kindly disposed to use it in a manner not fairly legitimate. The same limitation could scarcely be extended to his wit, for that flowed out of itself, and had generally so much of good-natured mirth in it, that the person against whom it was leveled could scarcely take offence. When the occasion required it, he was sometimes highly eloquent, but as a general thing it could not be counted as one of his characteristics. He was not a man of taste—had no fondness for and but little perception of beauty in painting or architecture. There was but little of the imaginative about him. His mind was strongly practical, looking far more to the substance than to the outward adorning of things. For what is usually called "fine writing" he had a supreme contempt. Nothing worried him more than the "highfalutin" of the war correspondents, in their descriptions of battles. "Confound the scamp!" was his exclamation after the battle of Antietam, "why can't he tell us what they did, and leave us to think how it looked ourselves."

Another branch of this defect, and of much greater importance, was his almost total want of creative power. He never originated anything, but he had the power, in wonderful perfection, of taking hold of other men's ideas, stripping them of everything superfluous, leaving nothing but the useful and practical, and presenting them so clearly and forcibly to the world that their importance was immediately recognized. So much was this the case, that every measure he ever brought forward in his legislative career, had its origin in the thought of some other man, who, in nine cases out of ten, would be unable to claim its paternity in the new dress with which Stevens had invested it. It was from this power that most of his strength as a lawyer was derived. In citing authorities to sustain a legal position he would, in a few words, bring out the meaning of the judge who wrote it, much more clearly and far more forcibly than it had before presented itself to the mind of its author. This, together with the kindred faculty of seizing instantly upon the turning point of the case, without any regard to the quantity of legal rubbish accumulated around it, placed him in the very first rank of the greatest minds that ever appeared at the bar. This power of concentrating the force of his case in a few sentences, together with the perfect control which he had acquired over his temper, made him almost always successful. His tactics were to waste no strength upon the outworks of his opponent's case, but to attack the citadel at once. To sum up the whole in few words, it may be truly said, that the clearness of his mental vision, his innate reverence of right and love of justice, his wonderful powers of memory, analysis and concentration, his truthfulness, his perseverance, his thorough detestation of everything like trickery and meanness, his perfect fairness in all his business transactions, and his generous kindness to all, made him a man towering so high above the millions around him, that no one who intelligently studies his character, can fail to appreciate the magnitude of his greatness.

Thaddeus Stevens, in the prime of life, was a remarkably fine-looking man. None of his earlier pictures do him justice. Some of the oil paintings made towards the close of his life are nothing but caricatures. The engraving by Sartain gives a very correct idea of his appearance when about fifty-five years old. The photograph by Eberman, taken when Stevens was seventy-three, is perfect. He was about five feet eleven inches high; clear, ruddy, smooth skin. His natural hair was chestnut, but he lost it from brain fever when about thirty-five years old, and afterwards always wore a wig. He had very fine teeth; was strongly built, but not corpulent; his appearance when the features were at rest was very dignified. When young, he was a great lover of athletic sports, and could make a full hand at anything where swiftness of foot was not required. He was a splendid horseman, an excellent swimmer, and very fond of the chase. When a young man he would occasionally take a glass of wine, but for many years of his life he abstained wholly from alcoholic drinks. That he possessed great courage, physical as well as moral, is well known to all his intimate friends. Naturally obstinate and combative, he had so trained his mind as to despise all displays of pugnacity. When assailed with foul language, by dirty blackguards, as he often was about election time, he seldom took any outward notice of it, though he felt all such attacks very keenly. If he ever did reply to anything of this sort, it was in a single sentence by which the assailant was completely overthrown. His repartees were always far more damaging than any blow could have been; they were always put in such shape that the dullest man in a crowd could never fail to feel their force.

It has been already said, that he hated oppression and injustice in all its forms. This was the ruling passion, and exhibited itself in full force as he drew near his end. In the principal cemeteries of Lancaster it was stipulated, by charter, that no person of color should be interred within their limits. He had bought lots in both cemeteries, but when he received the deeds he sent them back, refusing to be buried in the grounds of either. Shreiner's cemetery, the smallest in the city, was free from this objection, and there he was laid to rest, within a few feet of the pubiic schools, which his fearlessness and love for humanity aided in establishing in Pennsylvania forever.

For the reason above stated, he ordered in his will the following should be inscribed upon his tomb: "I repose in this quiet and secluded spot, not from any natural preference for solitude, but finding other cemeteries limited by charter rules as to race, I have chosen it that I might be enabled to illustrate in my death the principles I have advocated through a long life—equality of man before the Creator."

On December 17th, 1868, the House of Representatives met specially to express its respect for his memory. Men of all parties, in most eulogistic terms, united to do honor to his name. Through the whole land it was felt that "a leader had fallen in Israel." Party rancor was for a time forgotten, and all men acknowledged the great value of his services to the country. Those who knew him best grieved most for his loss; but by none was he so sincerely mourned as by the millions whom his labors had elevated from slavery to freedom.

This imperfect memoir can be no more fitly ended than by quoting the concluding words of the eulogium delivered by Mr. Maynard, of Tennessee, on the occasion above referred to: "As he was he will long be remembered. He has left his impress upon the form and body of the times. Monuments will be reared to perpetuate his name on the earth. Art will be busy with her chisel and her pencil to preserve his features and the image of his mortal frame. All will be done that brass and marble and painted canvas will admit of being done. The records of his official life will remain in your archives; our chosen words of commemoration will fall into the channels of literature. But the influence of a gifted mind, in moulding thought and giving direction to events, is not measured by words of commemoration or by official records. It is as measureless as the soul, and enduring as time. Long after the brass and marble and painted canvas have disappeared, it will still remain, transmitted from age to age and through successive generations."

The lines of Chas. G. Halpine, on "Uncle Thad Stevens," written at a time when the Old Commoner was the most influential member of the United States Congress, were read and laughed over, we suppose by Mr. Stevens himself, and will be read again with interest by many of his old admirers. They are as follows:

Gnarled and tough from seventy winters,
A gritty, grisly, bitter "Rad"—
Though our Union fall to splinters,
Here's to Pennsylvania Thad.

Brown his wig but green his vigor,
  Angry often, never sad—
Full of wit, and prone to rigor,
  Here's to Pennsylvania Thad.

Though lame his leg, his mind is rapid,
  And all the House is hushed and glad
When, to squelch some talker vapid,
  Rises Pennsylvania Thad.

He's in candor a believer;
  All may know the thought he had;
For no mealy-mouthed deceiver
  Is our wrinkled Uncle Thad.

Into epithets he rushes;
  All are "traitors" or are "mad"—
All who dare to cross the wishes
  Of our Pennsylvania Thad.

Thad, we like you; you are able;
  And the biggest brick we've had
In our loud Congressional Babel
  Is our Pennsylvania Thad.

Spite of age, he still is human,
  And while to man he is not bad,
Oh dear! a good man to woman—
  The kindliest man is Uncle Thad.

Go it, my old shoulder-hitter!
  For though we think your logic bad,
You're just as brilliant as you're bitter—
  Here's to Pennsylvania Thad.

GOOD WORDS TO A YOUNG MAN.

HENRY WARD BEECHER'S ADVICE TO A YOUNG MAN.

THE following letter from Henry Ward Beecher to his son is declared on good authority never to have been published. It is reminiscent of the worldly good sense of the advice given to Laertes by Polonius, but it is also permeated by the leaven of Christian experience. The precepts in it are those which if followed would produce a good man as well as a gentleman.

BROOKLYN, N. Y., Oct. 18, 1878.

My Dear Herbert:

You are now for the first time really launched into life for yourself. You go from your father's house, and from all family connections, to make your own way in the world. It is a good time to make a new start, to cast out faults of whose evil you have an experience, and to take on habits the want of which you have found to be so damaging.

1. You must not go into debt. Avoid debt as you would the devil. Make it a fundamental rule: No debt—cash or nothing.

2. Make few promises. Religiously observe even the small promise. A man who means to keep his promises cannot afford to make many.

3. Be scrupulously careful in all statements. Accuracy and perfect frankness, no guesswork. Either nothing or accurate truth.

4. When working for others sink yourself out of sight; seek their interest. Make yourself necessary to those who employ you, by industry, fidelity and scrupulous integrity. Selfishness is fatal.

5. Hold yourself responsible for a higher standard than anybody else expects of you. Keep your personal standard high. Never excuse yourself to yourself. Never pity yourself. Be a hard master to yourself, but lenient to everybody else.

6. Concentrate your force on your own proper business; do not turn off. Be constant, steadfast, persevering.

7. The art of making one's fortune is to spend nothing; in this country any intelligent and industrious young man may become rich if he stops all leaks and is not in a hurry. Do not make haste; be patient.

8. Do not speculate or gamble. You go to a land where everybody is excited and strives to make money suddenly, largely, and without working for it. They blow soap-bubbles. Steady, patient industry is both the safest and the surest way. Greediness and haste are two devils that destroy thousands every year.

9. In regard to Mr. B——, he is a Southern gentleman; he is receiving you as a favor to me; do not let him regret it.

10. I beseech you correct one fault—severe speech of others; never speak evil of any man, no matter what the facts may be. Hasty fault-finding, and severe speech of absent people, is not honorable, is apt to be unjust and cruel, makes enemies to yourself, and is wicked.

11. You must remember that you go to Mr. B—— not to learn to manage a farm like his. One or two hundred acres, not forty thousand, is to be your future homestead; but you can learn the care of cattle, sheep, the culture of wheat, the climate, country, manners and customs, and a hundred things that will be needful.

12. If by integrity, industry, and well-earned success you deserve well of your fellow-citizens, they may in years to come ask you to accept honors. Do not seek them, do not receive them while you are young—wait; but when you are established you may make your father's name known

with honor in halls of legislation. Lastly, do not forget your father's and your mother's God. Because you will be largely deprived of church privileges, you need all the nerve to keep your heart before God. But do not despise small churches and humble preachers. "Mind not high things, but condescend to men of low estate." Read often the Proverbs, the precepts and duties enjoined in the New Testament. May your father's God go with you and protect you.

HENRY WARD BEECHER.

FUTURE OF PALESTINE.

AN interesting letter from Prof. George Schodde on the future of Palestine, appears in the New York *Observer*. He says: A spiritual and intellectual regeneration of the Holy Land seems to be yet only the question of a few decades. Agencies are at work, and beginnings have been made, which offer bright promises for the future. The lead in the work has been taken by the American Protestants, notably the Presbyterians. Their college at Beirut, their presses at the same place, which annually turn out millions of pages of Christian Arabic literature, their schools of various grades established throughout Syria, have proved a lever that has introduced a new force even into the conservatism of the East. The principle from which the whole work proceeds is, that not the present, but only the future of Palestine can be expected to come under the spell of the Gospel truth. But the struggle for the future of Palestine is not between the Protestants and the Moslems alone. Both Roman and Greek Catholics have just within the last few years entered the arena, and propose to contest for so noble a prize. With its excellent organization, the Roman Catholic Church has gone to work establishing schools, convents, pilgrim houses, etc., thus materially aiding the work begun some time ago by the Jesuits, with their headquarters at Beirut. A leading Roman Catholic dignitary recently stated that within twenty years they would expel Protestantism from the sacred precincts, and Roman Catholicism would become the religion of the land. Equally determined are the Greek Catholics, who have behind them the whole interest of the orthodox church, and the moral and financial support of the Russian Government. With almost a wasteful extravagance the Greeks have been erecting churches, monasteries, and other church structures, particularly in Jerusalem. The Moslems have not been silent and idle spectators of all these new and novel factors in the life of Palestine. They keenly recognize the danger of losing the spiritual supremacy of what is for them, too, a sacred city and a holy land. They, too, have established school after school, and last year even erected a hospital—something unheard of in Moslem lands. Pastor Schueller, of Bethlehem, who was born and raised in Jerusalem, recently said that the schools of the Protestants had electrified the Moslems and aroused the Orient out of the slumber of centuries.

MAXIMS FOR THE TEACHER.

GOOD children make agreeable teaching, and, as we are fond of what is agreeable, it follows that we desire to have in our school-rooms only good children. Any means which will tend to increase the proportion of these is worthy of consideration. An excellent rule I find is "Always dismiss your pupils in a happy frame of mind." If there are any symptoms of discontent, tell or read an amusing story, or close with a lively exercise. Don't allow them to go from you with any bitter feelings. Remember you must meet them in the morning, and try to do another day's work better than to-day's, and to succeed you and your pupils must be glad to come.

Send your children home with best feelings uppermost, and the bright "Good mornings" will make your sunshine next day. "Those who school others oft should school themselves," speaks for itself and should be often in the teacher's reflections. "Know thyself" has much in common with those words of Shakespeare, but John Ruskin has written so well in connection with it that I cannot refrain from giving his words: "See that no day passes in which you do not make youself a somewhat better creature; and in order to do that, find out first what you are now. Do not think vaguely about it; . . . . try to get strength of heart enough to look yourself fairly in the face, in mind as well as in body. I do not doubt but that the mind is a less pleasant thing to look at than the face, and for that very reason it needs more looking at; so always have two mirrors on your toilet table, and see that with proper care you dress the body and mind before them daily . . . . not dwelling upon those inevitable faults which are of little consequence, and which the action of a right life will shake or smooth away, but

that you may determine to the best of your intelligence what you are good for and can be made into."

Manage yourself and you can manage any child. Do not fear to probe your own faults, but be rather careful in your treatment of those of the little folks, for theirs are not yet as "desperate grown" and "desperate remedies" do not contribute to the growth of child nature.

"Be cheerful." One need not be an optimist. Keep your difficulties to yourself. Mark you, I say, particularly your school difficulties. They may be interesting to many in your section, but it does not necessarily follow, that they will be diminished in the telling. I do not regard it as in any way hypocritical to present to the public only the bright side—the dark side requires attention from within. "Count your mercies," "Magnify your office." Finally, act on Beecher's advice: "A man's house should be on the hill-top of cheerfulness and serenity; so that no shadow rest upon it, and where the morning comes so early, and the evening tarries so late, that the day has twice as many golden hours as those of other men."

There is a wonderful joy in this work of ours;—be sure you find it—gloom too, but there are lights and shades in all good pictures.—*Educational Journal, Toronto.*

PARENTAL INFLUENCE.

THE deep and tender interest which parents feel in their children makes home-training the most powerful of all the agencies for securing the well being of individuals and the advance of our race. This is the sphere in which, even above all others, we must desire to see wisdom in growing insight as to diversities of disposition, and a true living sympathy with every phase of young life. We are not forgetting what is required for success in business, for the good of society, and for the progress of the Church. A healthy family life brings its free contributions to all of these. The French philosopher gave evidence of true penetration who regarded the family as the unit in social organization. Yet France cannot boast of the family life which has brought blessings of the richest kind to our country. It may be that the remark savors of partiality, and ready relief, springing from national sentiment. But we have our basis in fact, to which we can point, and there are living memories deep in the hearts of many which powerfully support the claim. Long may this silent, yet effective testimony to the power of early training live in the hearts of our people! Burns' "Cotter's Saturday Night" has historic as well as poetic value. Sabbath evening exercises for the children tell further the story of Scotland's training when Bible and catechism were repeated, sometimes with little sense of meaning among the little ones, but gradually with more of the sense, ultimately with treasure in mind and character. Show us the teaching, or the preaching, or the Christian associations which can take the place of this. Blessed are the people who have these four all in line. Give us onwards, in our people's history, these Sabbath evening family gatherings, with God's work in the midst, memory work lightened by singing of favorite hymns, and the sunshine of love everywhere. May such Sabbath influence be as a fountain of happiness, sending a pleasant stream of joy through all the week. Influence in such forms is deep and lasting. The logic of consistency convinces without talking. A true-hearted life is light and joy and hope all in one, spreading the influence of all these into the hearts around. These are the thoughts we put foremost in attempting to say a few helpful words as to parental influence.

It is a strong love which moves in the heart towards the children, who are part of our own life. Sustained by such love, there is a mighty power in the lives of father and mother, whose looks and words and acts reckon for the guidance of the young lives around. Within the door which closes in the home within whose shelter the family gathering is daily complete, there is a dignity of influence, a power to dispense blessings, a pledge of future greatness in the wise and sympathetic life of the parents, which no other form of government can equal. On this account mighty importance must be attached to the conception which parents form of the ideal of home life. To have such an ideal, and to aim at it, is the first thing; to have it as a living reality, embodied in one's daily thought, and brought up betimes as a silent test of how things are going, is a second thing, and more precious. Even the flitting of some ideal before the mind has real value, though it be as the vanishing circular light, which returns to the line of vision only after a period of darkness; better still if it is as the fixed light which shines without flickering with its long pencil of brightness across the sea of life.

But men and women are apt to be too hurried, too burdened, too bustled, too full of care to think of ideals. The word sounds as something too "superfine" for the work a-day life of an ordinary household. This is one of the popular delusions with which our ears are growing familiar in this busy, bustling age. There is a snare hid under this soft excuse. Every family circle has its ideal fixed by those who rule it—in some cases a lofty one—toward which honest efforts are made; in other cases, a common-place "ordinary" one, when things get on "as well as can be expected," and movement is like that on the dead flat of a canal. A true, honest Christian ambition is needed to put outside the door anything which may be convicted of the evil spirit of contentment with little things. Yet nothing is easier than that custom should rule the family life by ruling its rulers. So it happens that common-place becomes fixed. And parents see it at times, and feel a sense of disappointment, too, yet do not effect the needed revolution in their rulings, though the reins are in their own hands. It is not that men and women are unwilling to be convinced; it is rather that it seems to them as if there were no room for change.

Three types of family life may stand out clearly before our view, for aid in reaching a reasonable conclusion as to what ought to be aimed at in family history. Even with such contrasts there lies deep in the hearts of all parents a true desire for their children's good. First, there is the home life, tolerably quiet, evenly and smooth-going, in which there is a pleasant sense of daily interest in each other, but where parental life and child life are in great measure apart from each other. There is a daily meeting time, longer or shorter, the mother is oftener with the little ones, and that of necessity finding some considerable part of her work among them, so that her life is, as it were, a bridge between two experiences, pretty widely sundered. There is a meeting in the morning and in the evening, and as a rule there are common meals. Happy is the family whose common meals mark the ordinary course of life. But in this household we are depicting the parents have no deep, constantly living interest in their children; the children never feel as if there were any such sharing of their joys and sorrows; and they get to feel as if it were not possible that such sharing could go on, any more than the children would think of sharing an apple with their parents. They know a good deal of their mother's love, and some considerable share of their father's; but their parent's life is not in theirs, not with theirs, but only alongside of theirs, so as to touch theirs occasionally. Second, there is the home life, in which old and young are much farther apart. The parents are mostly out of the way, and when the parents are present they are rather in the way, because putting restraint on the merriment of the youngsters. The children are a trouble to the parents, and, as naturally follows, the parents are a trouble to the children. There is a tacit regard on both sides to the possible rise of trouble, so that both are disposed to keep at a respectable distance. The attitude is friendly enough for the most part, but it is a kind of "armed neutrality," and this phase becomes increasingly marked as the young people advance in life. In early life the children are sent out, if the family be in humble circumstances; in better rank, they are sent to the nursery. For later life, results depend largely on what the lessons of the streets are with which they grow familiar, or what is the type of nursery rule. Third, there is the home life in which parents and children are much nearer each other, the older and younger really entwining together, as in the growth of a common stock, each branch in the tree receiving its share, and yielding its share. The genealogical tree, which families often delight to trace as a representation of their ancestry, is a natural and fit emblem of family life. The tree well indicates what the family life should be. As stem and branches are truly one, so ought parent life and child life to be one. In such a case there is a living mutual interest, sympathy and regard; all these being unceasingly active. The young contribute to the life happiness of both parents, and the superior wisdom and larger experience of the parents open the way for the children, providing daily help.

These are three types of family life which stand out to view with sufficient vividness. Each includes many varieties, but the distinctiveness of the three is unquestionable, and it is full of suggestiveness for all fathers and mothers who aim at doing their part, making the home a delight, and future life a witness to the value of home training. How are the first two types to be shunned? How is the third to be secured and fixed in the history of a family?

This question will be most readily answered by considering how the best development of young life is to be provided for. The best thought and purpose of the parents

must become part of the life of the children. The family likeness apparent in the countenance must come out in the character. And this can be secured only in a natural way; never in a forced way. It is easy to command or issue orders, but mere authority cannot gain the desired result. This can come only as a natural growth in the young life, aided by the genial companionship of the parents. Parental life and child life grow together, and they grow of the same type. There is no other law of growth and no other product than is implied in saying, "Like produces like." There is nothing worse than taking children by the shoulders and bundling them out of the way; there is nothing better than taking children to your heart, and helping them on the way. But there is a plan in helping which must be understood and stuck to, if we are truly to aid as we wish to do. Let us give children outlet for their energies; let us have regard to differences of physical constitution and sensibility and mental bias, and, more than anything else, let us enter into the moral difficulties and conflicts of our children as if these were our own. Our eyes must see for them more than they see; our understanding must measure the range of difficulty they do not comprehend; our purpose must outstretch theirs, so as to work out a bigger result in the future than children consider, as they are engrossed with the present. These are the things that go to make up training—without these aids, children are not getting "home training." If I could speak directly into the ears of the father and mother of a family, these last sentences, if taken in their full range of meaning, express what I would desire to say. They indicate our real task as parents, provided it be recognized that the end of all the forethought is not money, nor position, nor fame, but character—a high life worthy of our nature, and of our calling as Christians. This is the grand end, and it is the common end for all parents, as it is for all children. All classes are on the same level in respect of the grandest things in life. If this only be clearly seen, and if the one grand end be honestly sought, we may walk trustfully as to "the good things of this life," when we so describe food and clothing, home comforts and social influence. If these things are settled and clear to the mind and heart of parents, the main requisite is secured for a wise home training.

Having so far passed by mere authority, as in a sense secondary to the ideal to be shaped aright, and represented year by year, I return upon it now to recall its real importance in its secondary place, which is still a necessary place in home training. An idea must be a practical working power, else it is an imagination, and nothing more; in which case it will soon be regarded as a delusion or a dream. The ideal must work out in practice, else all our thought—and, we must add, all our prayer—will be in vain. God's blessing is promised to honest work, which must be persistent work, even when divine agency is promised, as it is in this case.

Government is everywhere the condition of order and progress. This law is for all life, individual and social. From the family to the State it holds, determining all results. Mere authority or force only puts down rebellion, clearing the ground for government. But wise government is essential for a true unfolding of life, and a steady advance in work. Love must fulfil the law; but law stands first, and love works the law into the life, so that bare authority of law, or forceful command, becomes a thing only dimly recognized in the rear. It may be needed for infancy; it should hardly be so for early womanhood and manhood. Yet love is never for us in itself a safe and sure guide. The love of father or mother is never like to the love of our Father in heaven, just because parents always need self-discipline as truly as their children do. But even of the perfect love of God we must remark that it ever works through law, and expresses itself in accordance with law. So it must ever be in the well-ordered family. Our affection is apt to identify itself with the pleasing; and whenever this is so, there is risk, and urgent need for sharp thought. The danger is plain enough. "The pleasing" is apt to be "the pleasant," as this seems to the children in their present mood; and if this be so, the children are ruling, not the parents; in which case the end is apt to be disappointing to the loving hearts of the parents, who are for the time pleased because things are going "so nicely." Law must rule the parents as well as the children. And if it do, there will be a big place for self-denial. To say No! firmly, in face of strong desires and supplications, will mean a good share of self-denial all round, for parents as well as for children. But let us be brave, and make our children brave also. We sorely need this virtue in the present day. There is no great achievement in moral courage without practice of self-denial from youth onwards. We grow strong by exercise of self-denial. The lesson stands

before us everywhere. Let us have our eyes open to it, and our lives governed by it. Parents must in this, as in other things, bear a share in their children's trials; and firmness will be one part of a parent's burden-bearing, and a necessary part too, if great results are to follow.

Now, we return to the other side of the truth—mere authority accomplishes little. Love must be in the authority, and must be always largely in it. All the family must know and feel that the law obeyed is law for parents and for children equally. These two texts must hang over against each other, as of equal application to old and young: "Bear ye one another's burdens;" "Every man shall bear his own burden." It is impossible to escape the burden of life—impossible to shun the sorrows—impossible to be excused from the struggle of life. This clear, the main question is how to help in meeting all the difficulties involved in doing duty.

The truest help is encouragement in meeting all that comes in the path. Training, to be of use in the world, must be training in self-government, and this must begin very early, as early as training can begin. The child should see from the first, and should see with increasing clearness as life goes on, that there is a law of conduct to which parents and children are equally subject. Whenever a young child understands this in some measure, and begins to shape action in acknowledgment of it, training is begun. Learning to walk alone is one of the exercises of infancy which amuses us all. That of which we are here speaking is a higher exercise of the same kind—it is a balancing of ourself, and learning to move with decision and security. Management of desires and dispositions comes after management of the limbs; it continues an exercise all life through, when we need little effort in directing bodily movement. It is of mighty consequence that self-government should begin early—at the very earliest stage when the young life comes to experience parental control. The best family government is that which is able increasingly to modify human command, because of its being merged in the divine—abating parental authority because the Divine will is being recognized—because "the voice of God" is being heard as the child Samuel heard it.

But parents must understand and measure difficulties, and must sympathize with their children, backing them, cheering them, strengthening them for the fight they have to wage. All life is full of serious fighting, relieved, fortunately, by times of fun and frolic, and undisurbed merriment—times which parents should delight in, and share in too betimes: but it is the serious fight we most need to watch with tender and sympathetic hearts. Our children must conquer, and they will have our help at every turn if our eyes are open, as they should be, and our wisdom guards them against risks and difficulties. Arduous enough, truly, the fight is, in all cases, against selfishness, anger, pride, stubbornness, fear and deceit. Each child has, besides, his own special sense of difficulty; but each child has to face all these, and to conquer in the fight, if his life is to be true and worthy—if his influence is to be fruitful in blessing to others—if he is to follow Jesus, and to find, in an enriching experience, how truly blessed they are who serve God, at whatever cost of weariness and toil and struggle. It counts for a great deal in this fight when a child knows that he has, in father and mother, the truest and most sympathetic helpers. Well it is for the young life to know, by deepening experience—that he is not looked down upon by cold, critical eyes—that his parents are not always uttering orders or taunts, but are often alongside, cheering, showing how best to manage temper or the rising feeling of selfishness. A word of cheer has vastly more power in the family, and in the wide world, than the word of blame, needful though this last may be. Most precious is this word of praise when it has been deserved. It will not nourish pride—it will do the very reverse—if we make it clear, by look and word, that in the thing done we see duty fulfilled, and are giving thanks for divine help, as we ask our child to hear the Lord's "Well done." Don't let us be afraid of this word of our Master; and don't let us train our children to fear it, or to feel as if it might be safer to have their ears closed to it. The Lord who at the morning hour says, "Go, work!" delights to meet even the little workers at the close of day to say "Well done!" Life's battle is too sore and too constant to warrant parents pouring out reproaches. Even those of us who grow old have not managed to conquer so well that we can afford to forget that much fighting lies before us yet, and much need for sympathy too. What a store of sympathy these little ones need, and how greatly will it lighten the heart, brighten the eyes, nerve the arms, if they feel that father and mother want them to win in this fight! And don't think that this fight is lost because of the

failures which are seen and mourned over. Words of rebuke must be spoken at times; and when this must be, let us speak them solemnly and tenderly, but yet ever with the feeling that the future is ours: that over it the promise of God shines as a star; and that Jesus is with us, saying to mother and son, to father and daughter, to older and younger alike, as both need to hear it, "I will help thee," and "Blessed is he that overcometh."—*Professor Calderwood.*

CALIFORNIA EXPERIMENT

IN THE STATE MANUFACTURE OF SCHOOL TEXT BOOKS.

THIS scheme originated in 1882 when some politicians conceived the idea of furnishing home-made text-books to the public schools of the State of California at a much lower rate than private publishers could afford to give. The plan was based largely upon some extraordinary estimates made by the then state printer (James J. Ayres), who submitted a report (January, 1883) to the legislature in which he asserted that books corresponding in quality to those in common use if manufactured by the state would cost as follows:

Speller	8.126 cents.
First Reader	9.286 cents.
Second Reader	17.920 cents.
Third Reader	24.244 cents.
Arithmetic	28.891 cents.
Grammar	20.167 cents.
History	29.658 cents.
Geography (about)	35. cents.

To these figures he thought it proper to add 25% for wear and tear of machinery and cost of distribution, making the net cost of a complete series delivered to the consumer $2.16!

To effect all this the state printer estimated that the only investment of capital required on the part of the state would be for machinery and extra bindery facilities, $32,485.37, besides "a mere trifle" for sorting up type.

Two years later (when the state had become definitely committed to the scheme) the same state printer made a new estimate for the same purpose (as appears by the Governor's message for 1885) amounting this time to $115,000! But even this would not suffice, for subsequently the state printer and the state board of education asked for an appropriation of $250,000 to *begin* the work, and $170,000 was actually appropriated at that time, viz.: $150,000 for the printer and $20,000 for "compiling"—a significant contrast between the mechanical and intellectual processes necessary to produce good school books! It should be said in passing, however, that there is a real distinction between "compiling" (*e. g.* stealing) and actual authorship. No provision was ever made by our California friends for original work in training the minds of children by their text-books.

State Printer Ayres was succeeded by State Printer Shoaf who complains at once that "the cost of manufacturing the State text-books as given by my predecessor . . . . . falls short of the actual expenditures," and enumerates a lot of items which he said had not been considered. Mr. Shoaf promised to estimate enough in future, but as his tenure of office was short he never had the opportunity.

Mr. Shoaf was succeeded by State Printer Young, who found everything out of sorts and demanded (report of 1888) that "the whole outfit of book . . . . . department should be sold and a new one provided," stating also that the text books were being sold at "much less than the cost of manufacture," although "printed on paper of poor quality and bound in an unsubstantial manner; the volumes fall apart after very little use, and the complaint against them was universal." To help him do better and to carry the printing office through the fiscal year, he asked (December 28, 1888) for $65,000 extra appropriation.

But we have somewhat anticipated our history, and must return to 1882–3 while the scheme was under discussion. A few warning voices, but only a few, were lifted. Among them, however, was that of the State Convention of County School Superintendents. These competent and intelligent gentlemen adopted unanimously (December, 1882) a report on the subject; from which we quote. After showing that $30,535.90 would "purchase all the readers, spellers, geographies, and arithmetics required for a year by the pupils at the public schools of the state," at the prices charged by private publishers, and the folly of attempting to save anything by legislative interference out of a sum comparatively so small, the report proceeds to exhibit the probable actual cost of authorship, the preparation of plates, and of manufacturing the books at a much higher figure, with a great risk of poorer work; refers to the great loss involved in discarding all the good books in the hands of children when the change should be

made, and concludes as follows: "We are constrained to advise against the State undertaking to print, publish, or 'provide' any of the school text-books."

These able "findings" were followed a year later by a report made by a distinguished committee to the California State Teachers' Association, which estimates the entire sales of common school books in California at $60,000 per annum,—that such books could be provided by a private publishing house in not less time than five years and by an expenditure of at least $150,000 in preparation,—that the expense of the state, working in the usual "large" public way, would not be less than $200 000 for the same purpose,—that the annual cost of manufacturing the books would not be less than $30 000, exclusive of the expense of transacting the business,—that the estimate of the state printer (before referred to) was "defective, erroneous and misleading,"—that the preparation of good text-books requires "the greatest skill, judgment, experience and patience,"—that comparatively few text-books give general satisfaction, and the first attempt under state publication will probably be "crude, unsatisfactory, and discreditable," — that such imperfections will call for new appropriations for amended editions and "evoke political attack, renewed changes of books, legislative inquiry and public scandal,"—that "no state ought to attempt any business which can be successfully managed by private enterprise," while competition is the surest guarantee of good and cheap service,—and that private publishers who publish for 50,000,000 people can give better satisfaction than a state which, "after incurring the same or greater preliminary expense, would publish for less than 1,000,000."

In view of this admirable and conclusive report, the State Teachers' Association of 1883 unanimously adopted the following resolution: "That in the opinion of this Association the publication of school text books by this state is inexpedient and impracticable, and will, if attempted, result in great pecuniary loss to the state, and expensive and unsatisfactory books for our schools." All of which, at present, constitutes a very interesting example of fulfilled prophecy.

We will now compare the original promises of State Printer Ayres with the results achieved already, although the "state list" is not yet completed:

Actual permanent investment that had been made in State school books to December 31, 1890, was as follows:

Legislative Appropriation, 1885 . .	$170,000.
Legislative Appropriation, 1887. . . .	197,500.
Estimated value of books discarded to make room for state books . .	250,000.
Interest on the foregoing sums	98 460.
	715 960.
Deduct state printer's original ertimate	32,485.37
Excess above state printer's estimate	683,474.63

But, besides this sum expended by the state, the people have contributed $221,377 in the purchase of books at prices in equally grotesque disproportion to the state printer's estimates. The first column here given shows the original estimate of Mr. Ayres; the second column, the net prices charged by the State; and the third the net prices charged by private publishers for corresponding books:

1st Reader. . .	$.09 1-4	.15	.13
2d Reader. . . .	.18	.33	.27
3d Reader. . . .	.24 1-4	.54	.60
Speller.	.08 1-8	.25	.16
Arithmetic . . .	.28 3-4	Elem .20	.22
		Adv. .42	.37
Grammar. . . .	.20 1-4	Elem .25	.28
		Adv. .42	.48
History.	.29 1-2	.70	.67
	1.38 1-8	3.26	3.18

It will add to the significance of this table to remind the reader that in printing, illustrations, binding, and general appearance, the state books cannot for a moment compare with those issued from the leading private publishing houses. If to the apparent cost of state books as shown by the table, should be added the proper proportion of interest on permanent investment, the price of the state set would be increased over 40 per cent.

The above prices of state books, however, are not by any means those which the people pay. They are sold to the dealers, who are privileged to add their profit to the state prices, so that the people of California pay in reality, more than 182 per cent. above the prices named in Mr. Ayres' estimate.

First Reader	.20 cents.
Second Reader	.40 cents.
Third Reader , ...	.65 cents.
Speller	.30 cents.
Arithmetic, Primary	.25 cents.
" Advanced	.50 cents.
Grammar, Primary.	.30 cents.
" Advanced.	.50 cents.
History.	.80 cents.
The set (as it costs the people)	$3.90
The set (Mr. Ayres's estimate)	$1.38
Difference	$2.52

The San Francisco *Chronicle* comments upon the wide discrepancy still remaining between these prices and the actual cost, as follows: "The state must pay in some way or other 47 cents for every book published, for each book costs (average) 72 cents and sells for 25 cents, and each has to be paid for. It would be interesting to know whether the arithmetics prepared by the state printing department contain such an example as this for instance, 'If the state pays 72 cents for this arithmetic and sells it to John Jones for 25 cents, how much additional tax will John Jones' father have to pay to make the state even on the text-book humbug'?"

It is not our purpose, at present, to refer to the literary quality of the books produced "to order" under this extraordinary legislation. It is conceded that the books referred to are in quality far below those accessible to scholars in other states. It is enough to ask now, whether books of a poor quality should be made by a state, and forced upon the scholars of its public schools, in this free and enlightened America, as is done in California?

New York School Journal.

CLOSER SUPERVISION.*

THE RESPONSIBILITIES AND THE DUTIES OF SCHOOL DIRECTORS.

THE School Directors of Pennsylvania are the basis upon which rests the entire fabric of the Common School System of the State. Their power within their sphere is almost absolute. The public schools are therefore what they make them. The teachers, it is true, directly manage and control the schools, but the directors make and unmake the teachers, and regulate their pay. They are the power behind the throne which really and truly makes the schools what they are.

We say their power is almost absolute. What then are the limitations of this power?

First: Their power is limited and defined by the school laws of the State. They must provide schools in sufficient numbers to properly accommodate all the children desiring to attend them between the ages of six and twenty-one. They must see that at least certain branches are taught in each school. They must employ only teachers whose qualifications are at least sufficient to enable them to obtain certificates. They must pay teachers at least so much salary as will secure a sufficient number of such teachers. They must raise by taxation at least such amount of money as, together with the State appropriation, will accomplish so much. In each case there is a minimum prescribed below which they must not go, but in the other direction there is scarcely any limitation except in the rate of taxation, which must not exceed twenty-six mills on the dollar in any one year. This maximum is, however, so rarely reached, that it is practically no limitation.

Second: School directors are limited to some extent by the educational status of the community which they serve. If their constituents think that a little smattering of reading, writing, and arithmetic is sufficient, and that any education beyond that is "a delusion and a snare," they cannot go much beyond that. But this is only partially true. The educational standard of the community is largely dependent on the Directors themselves. To them the people have entrusted the education of their children, and to them they look for leadership and advice on this subject. They have the confidence of at least a majority of the people, or they would not have been elected. They can therefore to a great extent mould the educational sentiment of the community. An earnest, conscientious, and enlightened Board of Directors can accomplish much in educating the people to a higher educational standard, and on the other hand a careless, perfunctory and parsimonious Board can do much to degrade the popular standard of education.

Great powers imply great responsibility. This is a truism and needs no argument. If then the powers of School Directors are so great within their sphere, their responsibility is equally great. Do we fully appreciate this? Do we realize that we are responsible for the extent, the character and the quality of the education which probably ninety-five per cent. of the rising generation shall receive?—for but a very small proportion of the youth in these days get any further education than they receive in the public schools.

The welfare of a nation depends largely upon the virtue and intelligence of the people, and these in turn in the present organization of society depend largely upon the education and training which the rising generation receives in the public schools. Private and family education is now almost wholly neglected, and our reliance there-

* Read before the School Directors' Association of Mifflin County, by Roland Thompson, Esq.

fore for this most important preparation for life rests almost exclusively upon the public schools; and these, as we have seen, depend upon the earnestness, intelligence, and efficiency of the School Directors. There is no office in this great nation, not even excepting the presidency of the United States, whose responsibilities are greater, none which exercises a wider influence for weal or woe upon the future of the nation, than that of School Director.

How are we meeting these weighty responsibilities? This is for us the great question—the question to which all others that come before us as School Directors are subordinate. In order that we may fulfil our very important duties intelligently and efficiently, we must fully know our business—we must know what our schools ought to be and do; we must know what are the material needs of the school; how school houses ought to be built and arranged; how they should be warmed and lighted; and many of us do not realize how very important these matters really are, and how intimately they are connected with the bodily health, the mental activity and the morals of the children. We must know what apparatus and appliances are necessary and be able to distinguish readily and certainly between the really useful articles in this line, and those whose principal use is to swell the profits of the makers and vendors thereof. It is of still greater importance that we should know intimately and fully the intellectual needs of the school. We must know what branches ought to be taught, to what extent, in what order and in what proportion they should be taught to secure the best results. It is also of the greatest importance that we should know thoroughly the best methods of teaching each and all of these branches; and in these days of contest and controversy between the new and the old, between this method and that, this is, perhaps, the most trying and difficult of the Director's duties.

Besides all these things, which to know even passably well would require years of study and experience, besides knowing what ought to be done, we must see and know that it is done; we should know intimately the working of every school; we should know the progress and thoroughness of every class and every pupil; we should know the ability and practice of every teacher, and should be able to select teachers solely with reference to their qualifications; we should know to what extent the public school system is utilized by the people; and to this end we should know what children of school age attend school, how long and how regularly they attend, and what children do not attend, and why—for we have in charge the primary education of the whole community and not merely a part of it. The common school system is not a partial or aristocratic system; it is not for this class or for that, but for all; and it is our duty to see that the money and effort expended is accomplishing all that it is capable of doing.

What Director or Board of Directors is sufficient for these things? Where is the Board that can fullfil all these exigent requirements even moderately well? Occasionally a Director may possibly be found who has had a thorough training in the science and full experience in the art of education, but such brilliant exceptions are exceedingly rare. Occasionally a man of thorough general or classical education may be chosen School Director, but if so he has probably had no training in the science of education and no experience in its practice. Much oftener the Director's only training for his special duties has been a very moderate common school education in the imperfect schools of a generation ago, which were much inferior to those of the present, and whose methods were so different from those now in vogue that he is entirely at sea upon entering a school of the present day. In a great majority of cases the Director knows less of the science and art of teaching than the poorest green teacher of his district who has just been able to squeeze through an examination.

How absurd and inconsistent then that such persons be constituted supervisors and overseers of teachers and teaching! It would be about as reasonable to select a superintendent of a dozen farms from among the bulls and bears of Wall Street. It would be about as wise to put a farmer to superintend a watch-factory.

But it may be said, we have the County Superintendent to supervise and direct the schools; he is a trained and experienced teacher, and is or should be just the man to perform thoroughly the duty of supervision of our schools. The County Superintendent is indeed a very valuable officer, and has done a vast deal to improve the schools of the State. Any one at all familiar with the public schools and their teachers as they existed before the day of the County Superintendent and as they exist now, must recognize the indisputable value of his office. But, bearing in mind, as hereinbefore imperfectly recited, what adequate supervision

demands, it will be readily seen that all the supervision he can possibly bestow is very little better than no supervision at all. With from one hundred to five hundred or more schools under his charge, his inspection, consisting of one or two brief visits during a term, is entirely too slight to be of much practical benefit. It is spread over too much ground and is at too long intervals. In any other avocation in life in which so many subordinates are employed as there are teachers in even the smallest county, such scant supervision as even the most capable and industrious Superintendent could give to the schools of the county would insure bankruptcy and ruin. What would be the result if a manufacturer employed a hundred or more operatives without any overseers or foremen but himself?—or if the owner of a hundred farms employed a farmer on each by the day without any overseers or assistants, and was only able to visit each for an hour or two once or twice a year? It would require no prophet to foresee that the land owner would soon have no farms and the manufacturer would soon be out of business.

The military profession has been for thousands of years the study of some of the best minds the world has ever known, and the organization of armies has been brought to perhaps a higher state of perfection than that of any other bodies of men organized for a common purpose; but in a military company of not over a hundred men, it has been found necessary, to secure effectiveness, to have about sixteen officers of the various grades. In the business of killing men by wholesale we employ and pay an officer or overseer for every half dozen men, because it has been found true economy so to do; but in the infinitely higher and nobler business of training the men and women of the next generation and fitting them for their life work, we are striving to do it with one officer or superintendent to a hundred or more privates.

But, it may be said, if our teachers were fully competent they would not need closer supervision. Let us use the money that closer supervision would cost to increase the teachers' salaries and thereby secure better talent, and there would be no need to watch over them like school children. By all means. Let us go as far in this direction as our funds will permit, and we can certainly do something now that the State appropriation has been increased and is likely to be still further increased. But to say that this will do away with the necessity of close supervision is about equivalent to saying that it will bring about the millennium. There will be inexperienced teachers who need assistance and encouragement, there will be teachers imperfectly prepared for their work who need instruction, there will be careless and indolent teachers, who need to be spurred up to their work, no matter what their salaries may be. Just as in any other business, no amount of wages, no amount of skill and experience in the operatives or subordinates, will do away with the absolute necessity of close, careful and rigid inspection. Human nature is just the same in the occupation of teaching as in any other occupation.

But there is a special and obvious reason why teaching, instead of requiring less supervision than other occupations, really needs it much more. Persons in other employments usually continue in them for many years and often for a lifetime; long practice renders them more skillful and efficient and lessens the need of supervision: but teachers usually follow their occupation but a few years, and rarely for life, the average period of teaching being probably not more than four or five years; which means that one-fourth or one-fifth of our teachers each year are totally inexperienced. Hence the greater need of supervision in this than in any other occupation.

The most urgent need of the public schools to day is closer supervision, and especially is this the case in the country schools. In the cities and large towns superintendents usually have a smaller number of schools under their charge than county superintendents, and they are scattered over much less ground; in many small towns the principal of the high school is practically the superintendent of a still smaller number of schools; but in the country districts the schools have no supervision but what little the county superintendent is able to give them; and the consequence is, as might be expected, the schools of the cities and towns are universally better and more efficient than those of the country.

A district superintendent should not have charge of more than from ten to thirty schools in the country; he should thoroughly inspect these every two or three weeks at least, giving such instruction and assistance as may be needed, and report the result of his inspections to the county superintendent and to the Board of Directors. They would then be much better posted on the condition of the schools and their needs than they are

now by their visits, or rather by their want of visits. The directors could more intelligently perform their duty in selecting teachers. They could more judiciously provide for the financial and material interests of the schools, duties which they are usually well fitted for, as they are unfitted for the duty of school supervision.

But as the law now stands directors have no authority to appoint or pay district superintendents, except in townships of five thousand inhabitants or over. Most of the few townships in the state having the requisite number of inhabitants have availed themselves of this permission to their great advantage. It is difficult to understand why, if district supervision is an advantage to a township of this size it would not be equally advantageous to a smaller district, or to two or more smaller districts together, to employ a district superintendent. The needed change in the law to authorize this could be easily secured by the directors of the state if they would demand it. Four years ago the state superintendent, Dr. Higbee, in his annual report, strongly urged district supervision, and prepared a bill granting directors the power to adopt it, which passed the house but was not acted on by the senate. Let the directors now take it up, and if they let their voices be heard with any degree of unanimity in favor of this reform, it will come. Upon them, after all, rests the responsibility.

BOOKS AND LABORERS.

NOTHING is so homeless as a bookless house, "unless it be a house whose books betray a vulgar and narrow conception of life," writes Miss Burt in her "Literary Landmarks." "A small library, well selected," she adds, "may, like Aladdin's lamp, turn the abode of poverty into a princely home." She illustrates her thought by recalling an old farm-house where a tired mother, after a hard day's work, gathered her seven children about her, and with her knitting needles kept time to the measures of the verses read by one of the children from a great poet. "The poetry which she knit into the lives of her boys has outlasted all the stockings, and crowned her memory with a halo of poetic recollections."

There are persons who urge that the children of laboring people should be taught merely to read and write, lest they "become educated above their employment." Miss Burt once asked a class of pupils, most of them children of working men, which would make life more endurable to them if they were obliged to do the meanest labor—to be ignorant of good books, or to be acquainted with the classics. A lively discussion followed, and only one child thought that a fine education would diminish one's power to endure the hardships of a menial life. All the rest were disgusted with his remark, and one little boy said he could be a better ditch-digger with the "Thoughts of Marcus Aurelius" to think of. A little girl whose father kept a "saloon" said people would not come to the saloon to spend their money if they loved good books; for her own part, she would rather stay upstairs with her books than tend bar. "The little library she had collected," adds Miss Burt, "was better than many which may be found in the homes of teachers and ministers."

Even John Ruskin speaks derisively of "the people who do not distinguish between books for the laborer and the school-man." Miss Burt indignantly answers this disparaging remark by saying, "Almost any teacher can show better writing from children than there is in Queen Victoria's Journal, and sentences equal to Ruskin's." She also tells of an uneducated workingman who, deploring his lack of early advantages, was in the habit of taking his little son on his lap at night to hear his lessons. He followed the boy through all his high-school work, and to-day is an educated man through the sympathy he gave the child in his studies.

JANUARY 1ST, 1864.

BY DR. E. E. HIGBEE.

Another year is gone!
Another hurries on:
  And both run rapid as the rolling spheres.
And while they come and go,
We, eddying in their flow,
  Mysteriously move on through hopes and fears;
Bound to them both, yet ever free,
Through Time's vain show we pass into Eternity.

The conscious will is ours,
To form, through passing hours,
  That life whose germ creative power has given.
We yield to sin, and find
The blind led by the blind
  Still farther from the light and life of Heaven.
Slaves to the wearying bond of death,
We feebly waste the years with ever-wasting breath.

The Spring with opening buds
Breathed fragrance through the woods,
  And sprinkled with her rosy hands the dew.
'Midst mingled sound of birds
And babbling brooks and herds,
  Swift as the wind with noiseless step she flew,
And, waving welcome, hurried by
And vanished in the golden glory of the sky:—

While, trembling in the jar
And sulph'rous smoke of war
  As charging hosts rushed to the madd'ning fray,
We, blinded by our tears
And lost in hopes and fears,
  Unheeding let the fair one pass away;
We could not hear her rapt'rous strain,
Nor catch the odorous incense, from her altar then.

Summer came on with smiles,
And through the forest-aisles
  Scattered the dewy sweetness of the flowers.
Out from each tangled bush
She called the timid thrush,
  To chant her parting hymns at vesper hours.
She passed:—The fountains, as they dreamed,
Murmured, and waving fields in golden lustre gleamed.

But then o'er rocky field
The thund'ring cannons wheeled,
  Scatt'ring the marshalled hosts with bursting shell.
The waving grain was red
Where struggling comrades bled,
  And trampled where the headlong columns fell;
The fountains heard the soldier's moan,
And sadly joined their murmurs with his dying groan.

Fall came, and quickly reft
The robe which Summer left,—
  Crushed the sweet flow'rets in his careless speed;
Chilled all the merry rills
Which danced among the hills,
  And made the tangled vines and sumachs bleed;
Scattered the frost along his path,
And hurled the shivering leaves before him in his wrath.

And still the drum's loud beat,
And measured sounds of feet
  Marching with haste throughout the land, were heard.
The faded grass which spread
Above the mouldering dead,
  The hurrying squadrons and the cold winds stirred.
The bugle's call sounded again,
And Death's triumphant shout was mingled with its strain.

That hallowed Eve, which tells
With songs and pealing bells
  The glory which was sent for men from Heaven,
Came with its joy and mirth
And blessings to the earth,
  All undeserved, and yet how freely given.
We heard th' Angelic anthem then—
And still it echoes, "*Peace on earth; good will to men.*"

The New Year comes, and fast
Glides onward with the past,
  To fade like sunset on the far-off shore,
It comes,—but shall it go
In war's sad pomp, and woe
  'Midst battling hosts and cannons' thund'ring roar?
May He, whose voice can still the sea,
At last give rest and peace through glorious victory:—

And when that glad hour comes,
And deaf'ning din of drums
  Is heard no more, and blood shall cease to flow;
Delivered from our foes,
The happy year may close
  Upon us with its glittering stars and snow;
While He, above all thrones and principalities
Shall have the thankful praise and we the boundless bliss.

SCHOOL HYGIENE.*

I LATELY picked up a circular entitled, "Precautions against Consumption." On the second page of the cover is a diagram of the disease *most* fatal in Reading, Pa., in 1880. Out of 400 deaths, 105, or more than 25 per cent., were from consumption; but examining the diagram further, it is seen that 128 of the four hundred deaths, or 32 per cent., are of diseases most commonly called diseases of children, and most probably of children of school age or below. During the present summer, for several weeks, more than 33⅓ per cent. of the deaths were of children under five years of age. That is, of 400 deaths in Reading in 1880, 52 per cent. are of diseases now known to be preventable, and 32 per cent. those of children. While it is known to sanitarians that nearly every child born into the world *can* be reared to years of manhood or womanhood, yet the fact is that in Pennsylvania, in the nineteenth century, from one-fourth to one-fifth of all the children die before reaching 10 years of age. What a murder of innocents! And in a Christian state!

But why this state of things! Mainly on account of ignorance and indifference on the part of parents. These unfortunate little ones, who received the blessing of the Great Teacher, are born of parents who

* By George G. Groff, M. D., LL. D., of Lewisburg, Pa., President of Pennsylvania State Board of Health.

themselves, and their ancestors before them, have violated nearly every law which governs their physical existence. They come into homes where no welcome awaits them. They are improperly fed, improperly dressed, and proper attention is not given to sleep, fresh air, or cleanliness. It is not alone the children of the poor and the ignorant who suffer in these respects, but in a very large degree also the children of the well-to-do, whose mothers, from improper and deficient education, as we believe, commit their helpless offspring to the tender mercies of ignorant nurses, while they, the mothers, are active in temperance, missionary, charitable, church, or society duties. Shame, shame! that this is true: and yet it is.

But what has this to do with school hygiene? This. To call the attention of teachers to the great need of instructing the children, and through them, the parents, on these subjects. Sanitary science is a matter of first importance. It is not a branch for which in school "we have no time," as a principal told me a few years ago. It is imperative. We owe it to every child to teach him the plain errors of living which bring disease and death.

But people are beginning to appreciate these things. But a few days ago, a matron of culture remarked in my presence: "It is no longer fashionable to have delicate children about the home." The words show that the teachings of sanitarians are beginning to bear fruit. When in home and school the known principles of sanitary science are intelligently applied, we may expect a great diminution of sickness, suffering, and premature deaths, and a corresponding increase of longevity and physical happiness. Contrary to the popular opinion, studious habits, even hard study, are not injurious to the general health. Rather, in well regulated schools, the average health of the students will be found to be above that of those of the same age out of school. This is true of both young men and women. The statement applies to private schools where the *whole* time of the pupils is controlled, rather than to public day schools.

Irregular habits (irregular eating, drinking, loss of sleep, lack of physical exercise, overwork, excitement), are the causes of failure of physical power in students as in other persons.

At present students from the farms, the shops, the mines, have, as a rule, a better physical development than the children of professional men and of the well-to-do classes, which is certainly not a favorable showing for modern culture.

In European schools, children are often seen who are underfed. The same is true in our bountiful America. Indeed, with many young girls, it is just the thing to eat about half enough to supply the demands of nature, and even the tables of many well-to-do people seldom contain what growing school children need. If only a small portion of the testimony of the children of the Home for the Blind in Philadelphia was true, in reference to the dietary of that institution, there was not a child there fit to be in school at real work. I have myself seen the school dinner of the poor boy consist of cold Indian meal mush and fried sausage; of a child whose parents were in comfortable circumstances, of bread and cold potatoes; and of a rich child, bread and butter only. Children cannot grow and study on such food (unless we make an exception of the mush and sausage).

I once remarked that the young ladies in a female seminary made very little progress in their studies; then the answer quickly came, "What more could you expect, remembering what they have to eat?" I suspect this evil is a general one in homes and schools. Bread and coffee is not enough to start the day upon, if much work is to be done.

School children do not have enough sleep as a rule. For children under twelve or thirteen years, ten hours out of each twenty-four should be spent in sleep, and all other students should have at least eight hours of sound sleep each night. This is most important.

School hours are, for young children, entirely too long—not over three hours for children under thirteen, and five hours for all others.

It is generally true that the play-grounds are too small. In all small towns, schools should be built in the suburbs, that large lots may be secured. If country children can safely walk two or even three miles to school through mud and snow, town children can certainly reach school over good pavements.

One of the modern innovations most to be condemned is the abolition of the recess. A prominent teacher of a neighboring county in defending this movement remarked that "if factory children can do without a recess, certainly school children can do without it."

The eye is the organ which first and most generally fails in school children. This is due to over-work of the organ, to insuffi-

cient light, to poor print, to the use of the eyes when the general health is below par, as well as numerous other causes. I once visited a school-room in a Pennsylvania city with windows none too large, in every window of which were two curtains and several shelves filled with plants. I have seen school-houses in which the blinds were nailed shut to save the glass from being broken. But this does not equal the cold, dark kindergarten room at the Institution for the Blind into which sunlight was said never to enter.

Whenever the subject of school-hygiene is mentioned one expects to hear something of ventilation. Bad air is bad enough, but it is given too heavy a load to carry. There are other evils much greater, viz.: The too long hours, the long terms, the lack of light, the underfed condition of the pupils, the over-heated or under-heated condition of the room, the inaccessible and filthy privy or water-closet, the system of cramming so general, the highly graded systems which bring all the children to one dead level of mediocrity in body and mind.

Our public schools furnish the means for the spread of contagious diseases of childhood. An intelligent county superintendent of schools wrote me not long since:

"Why, I have found all sorts of contagious diseases among the pupils of our schools, and the teachers apparently never taking any notice of them. I found one child so sick with scarlet fever that she could not hold her head up. I have heard children whooping with whooping cough, and have seen them all spotted with measles, and right alongside of other pupils." This should be controlled. Directors, physicians, and teachers should be able to control this matter. The principal mission of the teacher, it seems to the writer, is to instill into his pupils a reverence for their own bodies, so that a generation of strong and pure men and women may be reared for the State. The truth of sanitary science will be best instilled when the teacher himself leads a pure and healthful life. Not upon the teacher alone, but upon parents, rests the chief responsibility in reference to the physical development of school children. This responsibility the parent cannot thrust upon the teacher. *N. Y. School Journal.*

FREE schools in England are coming, and coming soon. Hitherto free education has been associated with charity or pauperism. A school fee is demanded from every child attending the public schools; and though the fee is small, perhaps as low as four or six cents a week, yet where the family is large and resources narrow, it is a heavy charge upon the poor. The citizens of London pay, also, an education tax of rather more than four per cent. on the rated rent-value of their homes.

The expenditure of the London School Board last year was $8,509,400, and all but $2,383,515 of this was raised by taxation; the balance accruing from school fees, government grants, etc. The teaching staff consists of 6,900 persons, who receive nearly $5,000,000 yearly; $10,000 was spent last year on laundry teaching and training—a wise outlay; 435,000 scholars are on the rolls, and 350,000 in average attendance. No doubt the exaction of fees accounts for the large disparity between numbers enrolled and attending. The annual cost per scholar is $24. It must be remembered that these figures apply only to "board schools." There are also a large number of denominational schools—Church of England and Wesleyan principally—paying their own way by means of school fees, subscriptions, and the government grant *per capita*. It will be a happy day for Great Britain when a free common-school education is provided for every child. Immense strides towards this desirable goal have been made in the last twenty years, and the movement is becoming more rapid and decided.

THE lady teacher has peculiar need of a restful, comforting, rhythmic, sympathetic social life, and she is liable to find it peculiarly difficult to secure it. She spends the active hours of life with fifty children, more or less, who naturally make a heavy drain upon her nervous energies. They are asking questions, directly or indirectly, indefinitely. She has to watch them incessantly, to correct the way they sit, stand, speak, look, act, read, write, cipher, etc. Such are the demands of modern methods and exacting supervision that she may easily spend every out-of-school hour in getting ready for school, and in examining exercises, compositions and test-papers. The young teacher especially owes it to herself to secure and enjoy a genuinely healthful and helpful social life. She cannot, it is true, give all her time to social life—she can enjoy none of its dissipations, must have the courage to keep good company, good hours, and retain economical tastes; but all of these things characterize genuinely good society everywhere.

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, JANUARY, 1891.

"Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'." *Scotch Farmer.*

IF the Memorial Committee, in carrying forward their work, should seem too "diligent in business," they trust this fault may not be laid heavily against them. "She hath done what she could," was the verdict upon the woman in the old story, who, for the great love she bore the Master, broke the alabaster box of very precious ointment, the perfume of which comes down the ages. Let who will aid our work from sympathy with it, or forbear to help from lack of interest or for reasons good and sufficient, we must go on, so that at the end we may be able to feel that, like her, we too have done what we could. The Committee are aiming to do well the good work entrusted to them; it has broadened upon them, and when completed will be a better work than was originally contemplated. They have been grandly supported and encouraged by generous and grateful souls in all parts of Pennsylvania. They ask but a continuance of this support to the end—and that end, "crowning the work," will commend it. The State will thereafter be the better for what it has done, and will always point to these memorials with commendable pride. Pennsylvania will "set the fashion" for like honor to educators elsewhere; and thus enduring benefit will result to the cause of general education.

PROF. M. G. BRUMBAUGH, of Huntingdon, was interrupted in his Institute work about the middle of December, by an attack of inflammatory rheumatism which made it necessary to cancel his engagements for the latter part of the month. He had already done excellent work on the platform this season at a number of Institutes. The publisher of *The Journal*, who has since December 11th been nursing a broken leg, extends his cordial sympathy to his old friend in affliction. We hope, both of us, to be "up and at it" again in due course of time.

THE article upon Thaddeus Stevens in this issue of *The Journal* will be found of much interest. It is from the pen of a strong, fearless, and able man who knew Mr. Stevens intimately for many years, admired him greatly, and desired to tell of him only what he knew to be the truth. We hope, in our next number, to present some extended extracts from his great speech which saved the law of 1834, and also his later speech upon the granting of aid to higher institutions of learning in Pennsylvania.

THE meeting of the National Educational Association will this year be held, from July 10th to July 14th, in Toronto, Canada. The place is well chosen, and everybody will try to include Niagara Falls, the Thousand Islands, and Montreal in the trip.

"IF it is asked," Why do you, as Superintendent, grant certificates to such [incapables]?" I answer, because the Act of April 9th, 1867, an act that ought to be repealed, requires the issuing of certificates to applicants passing in certain branches, but "possessing little or no experience in teaching."—*Crawford Report, 1890.*

Superintendent J. W. Sturdevant is right. Let the Act of 1867 be repealed as soon as the Legislature can go through the required constitutional form. Let it be wiped out bodily, so as to be out of the way before the spring examinations come off. One of the worst evils that afflict our schools can then be summarily remedied, and examining officers left free to protect the schools from the intrusion of incompetents who in too many localities monopolize the schools to the exclusion of those who are worthy and capable, and have gone to great pains and expense to qualify themselves.

THE last number of *The Normal Journal*, edited by Dr. E. O. Lyte, Principal of the State Normal School at Millersville, Pa., speaks as follows of the memorial portrait and the memorial volume: "A fine portrait of Dr. Higbee has been sent to the School by the Memorial Committee of the State Teachers' Association, and placed in the public office. With it was a memorial volume, which will be highly prized by all of Dr. Higbee's friends. The work done by the Memorial Committee not only serves to perpetuate the memory of a great and good man, but also places within the reach of thousands of the children of the State the history of a life which will inspire many a one to nobler thoughts and deeds. The Committee merit the gratitude of all friends of education in Pennsylvania for having demonstrated what it is possible to do for the honored leaders of the educational army

of the State. The Higbee Memorial Fund will long be remembered as a notable achievement."

WE note with pleasure, in the *Chautauqua Camp and Fireside*, the announcement that Miss Lelia E. Patridge has been engaged to conduct a Teachers' Normal Institute by the authorities of the Florida Chautauqua, which has for some years held its annual sessions at De Funiak Springs, Florida. The meeting of the Institute will continue during a period of three weeks. De Funiak is a delightful winter resort, and its Southern Chautauqua has attracted much attention. Miss Patridge will do good work in this new field.

SCHOOL REPORT FOR 1890.

A CASUAL glance at the contents of this compact and handsome volume reveals much that has been accomplished, and much more that is hopeful in the future. Those crowning institutions of the system, our State Normal Schools, seem at last to have swung loose from their moorings, and fairly in mid-stream are moving forward with accelerated momentum on their great mission of controlling educational influence and power, that is destined to transform our common schools and lift them to a much higher plane of usefulness than has heretofore been attainable. It is cheering to note the largely increased attendance, like doves flocking to the windows, and the ever-broadening influence that the numerous graduating classes are exerting on the life of the common schools to whom they come as an inspiring benediction. The teacher makes the school, and when the time comes that each school shall be in charge of an accomplished Normal School graduate, other operative agencies of our school system will be of less importance. At present they are only means to ends. When those ends are reached through the output from the Normal Schools, the collateral machinery of the system will be more formal than essential, and much of it having served its day, can be laid on the shelf—landmarks for the historian, fished out from the lumber-room of the dead and buried past.

Turning to the executive administration of the schools, we find in some of the local reports, evidences of a purpose not only staunchly to maintain the high vantage ground already gained, but a resolute purpose to use it as a leverage to quicken indifference and lift inefficiency to the higher plane of achievement that experience has demonstrated to be practicable as well as necessary. In some cases, outspoken, courageous expressions of opinion and policy, are met with in ringing sentences that have the incisiveness and force of tempered steel, all the stronger and more potential because of an evident public sentiment behind them that justifies and will sustain these authoritative utterances. They "mean business" in an emphatic sense that will make its mark and be heard from hereafter. We would like to make liberal quotations from these diversified pages, did space permit, but for want of it must commend our readers to a careful perusal of the volume itself. Thoughtfully done, they will find much to quicken their interest in the cause, deepen their sympathies and inspire them to action.

After nearly sixty years of effort and argument and fruitless appeal, it is sadly true that there are yet considerable portions of the Commonwealth where the public schools are away back in the dark ages of education, where essential physical appliances of schools and their surrounding are still wanting. It would be a bootless and ungracious task to indulge in extended criticism of these unpromising localities. We prefer, for the present at least, to "backward walk and hide their shame."

TEACHERS' EXCHANGE.

IN the first reference met with in regard to this new departure, we were not certain that we exactly understood what was meant by a "*Teachers' Exchange*," as distinguished from an "Institute" or "Association." But on turning to the report of Superintendent Lose for the school year of 1890, in the Annual Volumne of Reports, which has since come to hand, we find the following incidental explanation, which we quote for the benefit of our readers:

The Lycoming County Teachers' Exchange, meeting in the superintendent's office in the court house, on the last Saturday of each month, to discuss educational questions, does a great deal of good work. Nearly one hundred teachers are in attendance at each meeting. The county commissioners have recently given the exchange a much larger room, which has been newly papered, painted and furnished with eight dozen chairs, a table and a large bookcase. The case is filled with books and the walls ornamented with pictures and maps, the property of the Exchange. The display work has grown to be a leading feature of both the county institute and the local institute. The annual meeting of the association brings out

some of the best work of the teachers in the way of papers on advanced educational questions.

From this we take it that the functions of the Exchange are rather executive than professional, that they have more to do with current facts than abstract theories, with disturbing questions of school economy and school management, as teachers come in contact with them from day to day, and bring them up periodically for adjudication and help, instead of drifting along in an unsettled condition for a whole term, and then finding no adequate remedy.

Meeting the great body of the teachers of the county *en masse* every month, what a grip is given the Superintendent on the school work of the county, and how wonderfully it augments the moulding influence which his high office was intended to exert, but sometimes fails to exert through the supineness of the incumbent, now rarely met with; and how much superintendents and teachers gain from the power of associated effort, moving like an organized and well-disciplined army by approved methods to a common end, bringing the *science* of education to bear in every concerted and well-considered movement. With such a corps of wide-awake and energetic teachers, under enlightened and resolute leadership, what rich harvests of results may be looked for to reward their efforts and bless the communities in whose behalf they labor! It is a pertinent question, what other counties will now follow in the wise path here pointed out, and when? And how many counties will lag in the rear?

When several years ago we urged the establishment at each county seat of an education office located at the Court House, or in its vicinity, as a headquarters for the County Superintendent and a meeting place for directors and teachers who might have occasion to consult him, it was in the expectation of favorable legislation at an early day. In this we were disappointed. It is true that provision should have been made for that officer in the new Constitution in the same manner as for the sheriff, prothonotary, register, recorder, etc., at the county-seat. The matter would then have been settled and the office promptly provided, but unfortunately this was not thought of nor spoken of until the year immediately following the adoption of that instrument by the popular vote of the State; and, though such public office is provided by the County Commissioners in many counties, its presence everywhere can now be secured only by legislative enactment.

Suggestions of this kind seem often to drop quite out of sight like a pebble in deep water leaving no trace behind it. But like seed sown in the submerged rice-fields of the South, they sometimes find lodgment in fruitful soil. So here, in an unlooked-for quarter, the question of an office at the county seat for the Superintendent has come to the surface with broader scope and organization than any one had ventured to suggest. It but proves afresh that there are dormant capabilities in the expanding life of our great school system that are only waiting aggressive leadership and favorable circumstances to blossom into multiplied and perpetual blessings.

GOOD PENNSYLVANIA LAW.

THE tendency which now and again shows itself in various "reform agitations" in favor of having the State assume responsibilities which have hitherto, and more properly, been left to private enterprise, is well illustrated in its results by the article which we print on California's experiment of manufacturing and supplying her own school text-books. It is shown that instead of being a measure of economy, as has been so frequently claimed, it has been very expensive—more so, indeed, than the old method of purchasing books in an open competing market; while the text-books themselves, almost without exception, have been inferior and unsatisfactory in an educational point of view, as might reasonably have been expected.

This lesson of experience should afford instruction and warning to every State where a similar scheme finds advocates. The Pennsylvania law which authorizes School Boards to buy the books and school supplies needed, and to furnish them to the schools at the cost of the district, is beyond question, we think, the best law upon this subject that can be found upon the statute-book of any State in the Union. First, it gives to the School Board perfect freedom of choice from the entire range of text-books published in this country upon any and all branches of study. And, second, the competition between publishers keeps down prices, so that the cost to the schools is greatly reduced.

At the biennial convention of Superintendents of California, held in Sacramento a few weeks since, the committee appointed to consider Superintendent Holt's recommendation relative to the adoption by the

Legislature of a free text-book system, submitted the following report:

"While we report favorably on this recommendation, still it is the sense of your committee that the State series of text-books, with the exception of the Language Lessons and elementary Geography, is in no way adapted to the needs of the public schools of the State, and is working an irreparable injury to our public school system. We believe the California State series is inferior to any other series of text-books now in existence; we believe that to this series is due entirely the present over-crowded course of study; and we earnestly recommend that immediate action be taken to revise the whole series, the books mentioned excepted."

The report was referred to the Committee on Resolutions, who subsequently modified it by offering the following resolution, which was adopted, practically by an unanimous vote:

Resolved, That while certain of the State text-books—notably the primary language lessons and elementary geography—have met the approbation of the public school teachers of the State, we desire to record our severe criticism and disapproval of others of the State series, and express our judgment that their thorough revision by competent authorities, so as to adapt them to the wants of the schools, is imperative, and should be entered upon at once.

SPIRIT OF CHRISTMAS.

SOME WORDS FROM AN EASY CHAIR.

THE High Schools of Lancaster always enjoy the season and make special preparation for it. The boys decorate the schools beautifully with laurel that hangs throughout the remaining months of the term. The formal programme of the day, which is always printed, and distributed to all who are in attendance, was well made up and admirably rendered, both the vocal music under the lead of Prof. Matz, and the orchestral music and solo work under direction of Prof. Thorbahn. At the close of the programme the schools went in a body to the home of Mr. J. P. McCaskey, the principal, where they sang a number of carols, Prof. Matz leading, and the orchestra playing an accompaniest. During the exercises at the High School Miss Musselman, one of the teachers, read the following from Mr. McCaskey, addressed to the pupils:

Christmas is come again and the holidays are at hand. I congratulate you upon them both, not to-day, as for the past twenty years or more, looking into your eyes and seeing your faces bright with the joy of the season, but from an easy chair that is losing somewhat of its attraction from being occupied too long. The holidays began for me nearly two weeks ago, both suddenly and unexpectedly, in the gymnasium. They occupy more time than I would have chosen, and are not such as I had planned. But what matter the pain, the ache of weariness, the disability? These things will pass, are passing, and, no doubt, I shall one day count them all as blessing. As to the ladders and the gymnasium, do I stand by them as firmly as ever? Certainly,—more firmly indeed, if that were possible.

In a letter from State Supt. Waller, received a few days since, he says: "I have just learned of your mishap, and congratulate you that you have two bones in your lower leg. It is only half as bad as it might have been. I congratulate you too that your youthful aspirations have lingered with you. Most men of your years and avoirdupois would have felt no stirring of blood at sight of that ladder. Possibly some oyster of a fellow may come in and comfort you with the reflection that you should have known better. Give me the spirits that prompted the climbing, even with some risk to life itself, rather than the sluggish existence of many more years that coldly sits in unsympathetic judgment upon the venture."

Of course, I endorse the State Superintendent of Public Instruction. He ought to be a man of unusually good common sense—and he is. I've done these ladders hundreds of times, never fell, never thought of falling, did not know that I could fall. It had been some time since I had tried to climb, and in the interval, weight had increased, and a good grip lost something of its certainty and staying power. All went well enough up to the last rong, when, the reach being a little short, the right hand slipped, the weight thrown suddenly on the left tore it away also, and down I went to a twisted ankle and a broken and badly bruised leg. Good friends, Dr. McCormick and Dr. Bolenius, were on the spot, fixed me up, and got me home; other good friends, Dr. Metzgar and Dr. Time, have been helping on the work of recovery; while Mr. Gable and Miss Martin have kindly filled up the gap and carried forward the work of the school. I am so grateful, however, for what was escaped, that what is suffered seems of little account, and mars, in small degree even, the glad season of the Christmastide.

The key-note of all true Christmas music is not gladness alone, but gratitude that overflows in gladness. Getting and giving are the rule of the Christmas time. But getting without gratitude and giving without gladness have, in neither of them, the spirit of the Christmas Gift. Giving is better than getting. "It is better to give than to receive," has in it the wisdom of the Infinite, and the more we test its truth the more we know it true. The poet too is right who sings,

'Tis by defeat we conquer,
Grow rich by growing poor,
And from our largest givings
We draw our fullest store.

Selfish souls grow so absorbed in getting that the thought of giving has in it a chill of winter discomfort. To such even the Christmas may grow to be a curse, not a blessing. The hard nature is intensified as the years go by; in its hot, impatient grasp the flowers of feeling wither at the touch. He who thinks of Christmas as a time of getting only, counting with care how many and what gifts received, and comparing them in selfish gratulation with "Christmas" to some less fortunate friend or acquaintance, may not be wholly dead to the spirit of the day, but he is surely dying. Year by year we should think less of what we may get, more of what we may be able to give, and our giving should be to the limit of our means and opportunity.

But nothing we can give or do can ever be made to balance the account of benefactions received. Here intelligent thought must perceive and gratitude acknowledge good things given us with lavish profusion on every hand. Don't take all this as yours by right, or yours by lucky chance, or in the dull animal spirit of the sheep or ox. In such getting there is little real good and no true joy.

Are you grateful day by day for the light that falls silently about you, with all its possibility of gold and crimson and blue, its infinite wealth and beauty of shade and color? and for the eyes given you that you may see everything revealed or glorified in its illumination? Are you grateful for the ocean of air in whose depths you walk each day? for your good lungs that absorb its life-giving oxygen? and for the wondrous organ of hearing that enables you, through its vibration, to hear the voices of friends, to take thought and get knowledge, to enjoy the melody of song and the harmony of human voices and of instruments? Are you grateful for fragrant odors, delightful perfumes, things pleasant to the touch or to the sense of taste? In a word, are you grateful to the dear God that you can see, and hear, and smell, and taste, and touch?

We are spirits clad in veils;
Man by man was never seen;
All our deep communing fails
To remove the shadowy sereen.

But in this animated veil is found so much of wonder, and through it we come to so much of knowledge and delight, that we often mistake the veil for the self that stands behind it, and, living a mere earthy, animal existence, we seldom feel the pulse of gratitude—a pulse that thrills not in the veil which falls and disappears, but in the immortal, substantial self that dominates it and gives it all of its significance and power. Do we often think of these things? Do they often rouse our wonder, and fill our hearts with grateful joy? Then indeed is our Christmas "all year long."

Are you grateful for home comforts and school opportunities? that you were born to live in Lancaster and not in an Indian lodge in the Bad Lands of the Dakotas, or in a negro retreat in mid-Africa? that you came into the world in the high civilization of almost the twentieth century and not in the barbarism or semi-barbarism of the tenth, or at some other era and in some other land when and where little chance seemed given for heart or brain? Are you grateful for what you know of language or mathematics? for what you have learned of earth and sky? for the skill you have acquired in music? or for any other art or subject whatsoever to which you have given attention or from which you have obtained blessing? Are you grateful for these Christmas holidays, and for all their coming means to you of pleasure? These are profitable thoughts to think—such thoughts as we cannot think too often or ponder too long. Be glad, then, and grateful. Let me quote the lines of Jean Ingelow, one of England's sweetest singers:

Take joy home,
And make a place in thy great heart for her,
And give her time to grow, and cherish her;
Then will she come and oft will sing to thee,
When thou art working in the furrows; ay,
Or weeding in the sacred hour of dawn.
It is a comely fashion to be glad:
Joy is the grace we say to God.

There is a rest remaining. Hast thou sinned?
There is a sacrifice. Lift up thy head;
The lovely world and the over-world alike
Ring with a song eterne, a happy rede:
"Thy Father loves thee."

Our Christmas for 1890 marks for us all a pleasant era. It puts into the boys' department a good piano, an instrument we have long needed, and which we think will be of great use to us. In the girls' department a handsomely framed picture of Tennyson takes its place upon the wall as a companion picture to that of Dr. Higbee, placed here on our last Arbor Day. Twenty-five copies of the life-size Memorial portrait of that rare lover of Christmas, Dr. Higbee, handsomely framed, have been hung in the different schools in the city, so that there shall be one in each building, and in buildings of two or three stories, one for each story. Thus we are glad to know that our High School observance of Christmas so far as that is possible, reaches out to all the pulic schools of the city.

A parting word, as I address you from this easy chair: "Two weeks ago or more I stood before "The Angelus," the famous picture by Millet, which was recently purchased in France for the fabulous sum of a hundred and forty thousand dollars or more, and which has become widely known all over the civilized world through photograph and lithograph and newspaper illustration. The number of square inches in the frame—perhaps twelve inches wide—exceeds, I think, the number of inches in the picture itself—it is so small. Two peasants, a man and a woman, have suspended their labor and stand in an attitude of prayer. In the horizon are seen the dim outlines of spire and church. The sound of the bell is heard, and the salutation of the angel to the Virgin is what these peasants are repeating. "Angelus"—the Angel—foretelling Christmas! It is a masterpiece of art. But its charm for the world lies

not in its art, but rather in its appeal to that which is deepest and holiest in man's moral and spiritual being. It foretells the brightest star that ever rose upon the sky of night—the Star of Bethlehem—in whose blessed light, with best wishes for you all, now and always, I can but humbly trust you may move ever onward to the perfect day.

I wish you all a Merry Christmas and a Happy New Year.

PHILADELPHIA.

RESIGNATION OF SUPT. MACALISTER.

THE resignation of Supt. James MacAlister, who has for the past seven or eight years "through evil report and through good report," directed the work of the Philadelphia schools, has taken the educational public somewhat by surprise. The position he held has been no sinecure. Indeed, the task to which he was called was one of unusual difficulty—the reorganization of a great school system set in the ruts of habit and routine. When we consider the obstacles and prejudices against reform that were encountered on every hand, and the tact and executive ability displayed in carrying forward the work that he saw must be done, we recognize the man of affairs, skillful in organization, of good judgment, firm purpose, and wide acquaintance with school systems.

He retires from his present position to accept the Presidency of the Drexel Institute at a salary of $10,000 per year. The following is his letter:

Ladies and Gentlemen: I have the honor to inform your honorable body that I have decided to withdraw from the position of Superintendent of Public Schools at the close of the present year. Last summer Mr. Anthony J. Drexel invited me to become President of the educational institution which his munificence has founded. The unusual opportunities which the position will open in a new and inviting field of labor, as well as the considerate and cordial manner in which it was tendered, have led me, after mature deliberation, to give Mr. Drexel an affirmative answer. The building up of an institution such as the founder of the Drexel Institute has planned is a task worthy of the best powers and highest aspirations of any man, and I esteem it a rare privilege to have been selected for so important an undertaking. It is a great pleasure, however, to be able to state that the institute will maintain vital connections with the public education of the country, and will seek in various ways to promote every measure calculated to elevate its standards and enlarge its usefulness. I feel, therefore, that, in leaving the Superintendency, I am not entirely disassociating myself from the public schools and the teachers of this city, to whom I have become so warmly and enduringly attached. The building now erecting for the institute was begun last spring, and it will not be ready for occupancy till the autumn of next year. But the responsibility of organizing the institute in all its departments has devolved upon me, and it is Mr. Drexel's desire that I should begin at the earliest possible day. It has seemed to me proper that notice of my intention should be given, so that the Board may have ample time to find a successor. I have to request, therefore, that I may be permitted to terminate my connection with your honorable body at the annual meeting of the Board in January, 1891.

I need hardly say how difficult it has been to bring myself to this conclusion. Called by the unanimous voice of the Board of Education to be the first Superintendent of Public Schools in Philadelphia, I have been privileged to hold that high and responsible position for nearly eight years. During this period it has been my duty to present numerous important measures dealing with the courses of instruction and the management of the schools, but these have uniformly been discussed and acted upon by the Board without the slightest infraction of that courtesy which renders the performance of official duties alike pleasant and profitable. It is not my purpose, however, to speak of these matters at this time. I shall take occasion to submit some final remarks and suggestions connected therewith hereafter. Two months of service yet remaiu. I desire simply to express my deep sense of obligation for the confidence and the support that have been so generously extended to me by your honorable body.

Respectfully submitted.

JAMES MACALISTER,
Superintendent Public Schools.

ITEMS FROM REPORTS.

ADAMS—Supt. Thoman: The annual County Institute was held at Gettysburg, November 24 to 28. Out of 182 teachers, 180 were present. The evening entertainments were never more largely attended or more highly appreciated. A uniform course of study was adopted, which is to be introduced into all the schools of the county in the near future. State Supt. Waller favored the Institute with his assistance, which was highly appreciated by the teachers; the several addresses he delivered were received with great applause by the general public, indicating that the people of Adams County are in sympathy with his views on the subject of our public schools.

ALLEGHENY—Supt. Hamilton: The Mifflin township board has erected at Du Quesne two splendid four-roomed frame buildings, with all the necessary modern conveniences. A substantial school house of two rooms was built at Elrods, Versailles township; and one of four rooms is now ready for occupancy at Hoboken,

O'Hara township. Very successful Local Institutes have been held at Bridgeville, Groveton, Braddock and Tarentum. The last named was a Joint Institute for the townships of Harrison, Farm, East Deer and Springdale, and the borough of Tarentum; about 40 teachers were present.

BEAVER—Supt. Hillman: Three Institutes were held during the month; one at Darlington, for Darlington borough and township, New Galilee, and South Beaver township; one at New Sheffield, for Hopewell and Moore townships; one at Lower Service, for Raccoon township. I was present at the first two; the attendance was good and the teachers were interested. The directors of Raccoon township require their teachers to hold an Institute once every month during the term.

BEDFORD—Supt. Potts: Napier township has supplied two houses with new patent furniture. One new house has been built. Teachers in all parts of the County, with few exceptions, are earnest in their work. The annual Institute was one of the best ever held in the county, as regards interest. An average attendance of 275 out of 285, is remarkable. The interest was kept up from the opening to the close. The instructors did very good work for the teachers. I feel that an era of advancement for the schools has dawned in Bedford county. Two wants have impressed themselves upon me: closer supervision, and better pay for some teachers. There are teachers who receive from $18 to $24 per month, who earn at least $40 to $45.

BERKS—Supt. Zechman: We held two Local Institutes, one at Wernersville, the other at Strausstown; the former was attended by 43 teachers, 11 directors, and about 200 citizens; the latter, by 52 teachers, 13 directors, and about 300 citizens.

BLAIR—Supt. Wertz: Washington Camp, P. O. S. of A., of Roaring Spring, presented the schools of that borough with a handsome American flag on Thanksgiving Day. The directors of Logan township have completed the new school building at Fairview—a two-story brick house, containing four commodious rooms. On Saturday, November 29, the building was dedicated to the cause of free education, and the schools were presented with a beautiful flag by the P. O. S. of A., of Fairview.

BUCKS—Supt. Slotter: Our annual Institute was a success. Only four teachers of the whole number employed in the County were absent, and these on account of sickness. The instruction was good, full of inspiration and suggestions, and practical. The directors' session was well-attended, interesting, and promising good to the schools. Teachers have been exceedingly scarce. It is very difficult to find worthy applicants for the vacancies in the districts having a six or seven months' term, at the salaries paid. A number of district institutes have been organized for the term. Richland built two houses and Hilltown one. Warrington supplied her schools with text-books—the result, in part, of a Local Institute held at Hartsville a year ago, and the good work of the District Institute of Warminster, Warrington and Warwick. The work of the Local Institute is gaining favor. In Plumstead, Warminster, and Warrington, the meetings are largely attended by patrons and others interested in the schools. This interest is due to the efforts of the teachers and directors of these districts.

BUTLER—Supt. McCullough: The teachers of Fairview and Parker townships organized themselves into an association. Their first meeting was held at Petrolia. About 100 persons were present. Their meetings will be held once a month. The majority of the districts of the County have supplied their schools with much-needed apparatus during the past year.

CAMERON—Supt. Herrick: A commodious school-house has just been finished at Beechwood, Shippen township. Two Local Institutes were held this month. The one at Sinnemahoning was attended by 40% of the teachers in the county. Instruction in methods etc., was given by Profs. Stauffer and Shreckengast, the Superintendent, and others.

CHESTER—Supt. Walton: An evening educational meeting was held at Embreeville in Newlin township. The school-house was not large enough to hold the people. Reading tables have been provided for all the schools in this township; the books and magazines provided claim the interested attention of all the pupils. The Secretary of the Board is employed to spend a half-day each month in every school in the township. This is producing more beneficial results than was at first expected by the most sanguine. All the houses in the township are now papered and made more attractive and home-like.

CLEARFIELD—Supt. Youngman: Woodward township opened a new school, called the Miller School. Huston township has in course of erection a new school-house to replace the old one at Tyler. The Bradford township directors held a conference with their teachers at Woodland, with a view to mutual benefit. Such meetings, if well maintained, cannot do otherwise than result in good to the schools. Lawrence township placed new patent desks in the schools of Mt. Zion and Mt. Colm. There seems to be a general disposition to go forward in educational matters. The Houtzdale schools are worthy of special mention for order, efficiency, advanced methods of instruction, and prime condition of school-rooms and grounds.

COLUMBIA—Supt. Johnston: The teachers of Bloom and Greenwood have organized Teachers' Associations, and meet once a month for the interchange of opinions and the discussion of subjects relating to their work. Much good will result from these meetings, as the teachers in both districts take great interest in the work. Other districts, where it can be conveniently done, would do well to organize similar associations.

CRAWFORD—Supt. Wright: An excellent District Institute was held at Linesville; about 200 people were present. The schools of the town are progressing under the management of Prin. S. R. Penfield, a graduate of Edinboro

State Normal School. A fine reading room has been established, and a beautiful flag placed over the building. An assistant teacher has been added on account of the increased attendance and interest.

CUMBERLAND—Supt. Beitzel: We are glad to report that the teachers of Mifflin township have swung into line in the matter of District Institutes. We hope to see still more of the districts do the same. They can be made a source of strength and development to the teachers.

DELAWARE—Supt. Smith: The directors of South Chester have opened another school for colored children; this makes the sixth school of the kind in this place, all taught by colored teachers. The directors have also bought a lot in the western part of the borough, where another school-house will be built. The Clifton Heights school property has been much improved by being inclosed with a neat board-fence. The Yeadon school, Darby township, has been supplied with a full set of Butler's Outline maps, a Franklin 12-inch globe, and a fine book-case. No. 2 school of Marple has also been supplied with a new globe. The Springfield directors opened a new school at Morton, and supplied it with new furniture. Miss Clara E. Hough, one of our teachers, resigned last month, and has sailed for San Paulo, Brazil, where she will be engaged as a missionary teacher. This makes three of our number that have gone out as foreign missionaries within the last two years.

ERIE—Supt. Miller: Our County Institute was a most decided success in every way. The interest and enthusiasm pervaded the very atmosphere, and all united in conceding it to be the best Institute Erie county has ever had. We passed resolutions asking the Legislature to increase the State appropriation to $3,000,000, the extra million to be used in lengthening the school term, increasing the salary of teachers, and adding to the school apparatus; also a resolution asking for the passage of an act authorizing closer supervision of the public schools. A petition was circulated praying for the enactment of a law authorizing the State Supt. to call a State Convention of school directors.

FRANKLIN—Supt. Slyder: Our Teachers' Institute was a grand success. We purpose holding a number of Local Institutes this winter—the first at Orrstown, the second at Mercersburg.

FULTON—Supt. Peck: Our County Institute was one of the best ever held in the County. The instructors were Dep. Supt. Houck, Supt. Eckels, of McKean Co., Supt. Swift, of Elk Co., Prof. Barton, of the C. V. State Normal, and ex-Supt. Cessna, of Bedford. The work was eminently practical; and, from the attention and interest manifested by the teachers, good results are expected in the schools. Ayr township has added another school-house to its number, besides tearing down one of the old land-marks and replacing it with a substantial frame building. Brush Creek township built a good house this year and furnished it with patent desks and a natural slate black-board—the first in the county.

INDIANA—Supt. Hammers: The schools of the county, with a few exceptions, are progressing in a very satisfactory manner. Several District Institutes have already been held, and quite a number are advertised for the near future.

JUNIATA—Supt. Carney: I have visited all the schools, excepting those of one township, and generally speaking they are doing well. Our annual Institute was largely attended by citizens, directors and teachers. I also visited Prof. Ealer's academy at Academia. Though the attendance is not large in the winter term, the interest manifested by teachers and pupils is clear evidence of a successful school.

LAWRENCE—Supt. Watson: The school board of Taylor township has closed the schools at Mahoningtown on account of scarlet fever. Quite an enthusiastic Local Institute was held at Volant; three more are announced for December: one in Little Beaver, one in Union township, and one at Mt. Jackson. Much good can be done in these meetings—not the least being the encouragement of young teachers and the fostering of greater love for the work. Our directors are alive to the responsibility of their position, as but twelve changes in the teaching force have been made at this writing; the remaining 142 teachers have been retained for the entire term. The directors of Wilmington township have reseated six of their houses with patent furniture. Those of West New Castle have adopted Yaggy's New Geographical Study at a cost of $60, and are also contemplating a regrading of their schools. The New Wilmington Board has purchased an addition to the school grounds, making the whole a quarter-square, which will give the pupils ample room for out-door exercise.

LEBANON—Supt. Snoke: The annual Institute was the most successful ever held in the county. All the teachers attended, except two who were absent for sufficient reasons. All directly connected with the educational work feel that the Institute gave a wonderful impetus to the cause of education. An additional school was organized at Sheridan. This gives us two more graded schools. A Directors' Association has been organized by the Directors of the county and Controllers of the city. Rev. J. K. Knerr, of Lebanon, was elected President, and J. H. Black, of Annville, Secretary. Messrs J. Taylor Boyd, of Cornwall, and H. L. Illig, of Millbach, were elected delegates to the State Directors' Association, if such Association shall be convened during the year. It is hoped that much good will result from this County organization.

LUZERNE—Supt. Harrison: During the month I have visited the schools of Ashley Borough, Edwardville, Luzerne, Dorranceton, Hanover township, Dallas, and a few schools in Plymouth. I am pleased to note that, with but few exceptions, they are doing very good work. Some—particularly in the primary grades—are over-crowned. Why would it not be a good plan, for the directors in such districts to divide

the schools, allowing half to come in the morning and the other half in the afternoon? I am sure it would be better in every respect. I am rather inclined to the opinion that three hours is long enough for a day's session for first-year pupils. The Board of Hanover accompanied me to Newton schools, and appointed a day when they would go with me to the rest of the schools. For several years it has been the custom of these directors to accompany the Superintendent in his visitation of their schools. I should be pleased to find many other Boards following their example. The Board of Lake township placed slate black-boards in all their school-houses.

LYCOMING—Supt. Lose: Quite a number of our schools observed Arbor Day. In the boroughs there were appropriate literary exercises held in connection with the planting of trees. Nearly all the school-grounds in the county now have a sufficient number of fine trees. Maple is the tree generally planted; in a few years, in the soil of this county, it becomes a large, beautiful tree.

MONROE—Supt. Paul: Our Arbor Day report has been delayed on account of the slowness of teachers in reporting what has been done. I have heard from thirty-four schools that observed the day by appropriate exercises and planting trees; 97 trees were planted by these schools. If our directors could be brought to a realizing sense of their duty and interest in this matter, much more could and would be done. They should, in many cases, grade the school grounds, and furnish trees delivered on the ground ready for planting. Teachers and pupils would be glad to do the rest—planting and properly caring for them.

NORTHAMPTON—Supt. Hoch: The annual session of the County Institute was held at Easton. All of the teachers, except a few who were sick, and many of the directors, were in attendance. It was one of the largest and most enthusiastic Institutes ever held in the county.

PERRY—Supt. Aumiller: The directors of Wheatfield township erected a new brick house near the former site of Windy Hill. The building is furnished with patent furniture, is well lighted, and reaches the standard of a "first-class house;" but the black-board is quite inferior, besides being placed so high as to be out of reach for the smaller pupils. The school ground contains a half-acre and is nicely located. The enrollment of pupils throughout the County increased materially during this month. The total number of days attended by all the scholars, is not greater than it was when we had only five months; country people do not appreciate the extra month.

SUSQUEHANNA—Supt. Gillet: Forest City has completed a large substantial eight-room graded school building, all warmed by two large furnaces in the basement. The building is well planned and the workmanship excellent.

UNION—Supt. Johnson: The directors of Hartley township have put a number of their houses in repair. New furniture has been put in place of the old. During the month two teachers resigned. On the whole, our schools are doing well. The new house in Limestone township is a credit to the school board as well as to the builder.

VENANGO—Supt. Lord: The new school-house just completed in Sugar Creek township is the best house I have ever seen in an ungraded country district. It is of ample size to accommodate 50 pupils, with slate roof and thoroughly well built in every way; a large hall and two large closets take up the front part of the building, leaving the main room in just the right shape for seating. The blackboards of real slate are placed around three sides of this room, while the seats, light and ventilation are perfect. The house occupies a very nice location near the centre of an acre of ground which is surrounded by a neat fence. The out-houses are well built and painted, and everything about the premises is first-class. Altogether it is a model country school house. Sugar Creek has also papered a number of her houses, and wherever repairs of that nature have been needed, has put in slate blackboards. I believe as a mere matter of economy it would pay to paper every school house.

WARREN—Supt. Putnam: The annual session of the Teachers' Institute was held at Warren. More teachers were in attendance than ever before, and all expressed themselves as well pleased with the meeting. Special attention was given to district-school work, and it is hoped that much good may result therefrom, Supt. Waller was with us on Directors' Day and was closely followed in a very interesting talk. The teachers did everything in their power to make the session a success, and to them in a great degree is due the successful result. Our teachers generally are doing very good work. I find—as is natural—that the teachers in those districts that pay good wages are better prepared for their work than those in districts where the salary is small. Some townships are training teachers for other districts. As soon as teachers get the experience and training needed, they secure positions in districts that pay good wages. The effects of the Institute instruction begin to be plainly discernible in many schools.

WASHINGTON—Supt. Tombaugh: The second of the series of six Local Institutes was held at West Middleton. About twenty teachers were present, and representative directors from a number of townships. The audience was good and the meeting profitable. From notes taken while visiting the schools, I shape my remarks at these Institutes so as to give the teachers the benefit of my observation of actual school work.

WAYNE—Supt. Kennedy: The annual Institute held at Honesdale was a success in every sense. We aimed to secure a line of work which should do three things for the teacher: 1st. Increase his professional knowledge; 2nd. Give him a higher conception of his work; 3rd. Give him greater enthusiasm in work. That all this was accomplished in the fullest sense, we do not claim; but that the work was such as greatly to aid the teacher in his work, especi-

ally in the several respects above mentioned, we firmly believe. The County Institute is steadily increasing in influence and usefulness, and teachers are learning more fully to appreciate the help which it gives them. We were fortunate in our instructors. Those from abroad did well the work assigned them. The instruction given by our home instructors was also of such character as greatly to add to the teachers' proficiency in school work.

BETHLEHEM.—Supt. Farquhar: About three years ago the Board of Control introduced music into the curriculum of our schools. Since that time the teachers have given more or less instruction on the theory, and a good deal of practice in the art of music, using charts. The Superintendent has taken upon himself the work of giving systematic lessons upon this subject in all the schools. Each school has a lesson of fifteen minutes a week. The Tonic Sol-Fa system of notation is used, as it seems to present fewer difficulties to beginners, and the children learn tone, time and tune so much more quickly than by the common staff notation.

CHAMBERSBURG.—Supt. Hockenberry: The attendance of teachers and directors at the County Institute, the character of the instruction, the entire absence of discord, the financial success, and the excellent course of evening lectures, made this a remarkably successful meeting. Our local Borough Institute and grade meetings are very interesting and profitable. The teachers are interested in all that will aid them in their work.

COLUMBIA.—Supt. Hoffman: Our schools are crowded, the enrollment being the largest in the history of the town. The average number of pupils to each teacher is 55. Four young ladies, graduates of our High School, have agreed to serve as volunteer teachers during the present term, under the direction of experienced teachers, and to act as substitutes for absentees, as a means of preparing themselves for the profession of teaching. This is the result of a determination on the part of our Board, not to put any school in charge of an entirely inexperienced person. The plan seems to be working well, as the young ladies are very much in earnest. They receive no pay, except when they act as substitutes.

HAZLE TOWNSHIP, (Luzerne Co.)—Supt. Jones: Sixteen evening schools were opened November 10th. The average term of these schools last year was but two months, although the board would have been pleased to continue them longer if the number of scholars had warranted their doing so. This year, the schools have been opened for one month, with the understanding that, if the average nightly attendance for the last two weeks is fifteen or more, they will be continued until the attendance, determined bi weekly, falls below that number. The interest manifested by the parents and working boys will, therefore, decide whether the schools shall remain open for one or four months. Eleven of the teachers of these schools have an experience of five years or more, and none of them have taught day-schools less than two years.

NEW BRIGHTON—Supt. Richey: Our regular monthly Institute was held with all the teachers and two substitutes present. The interest taken in these meetings by our teachers is evidence of the good work which is being done. The teachers make careful preparation on the subjects assigned them; and the modern ideas of teaching which have been advanced by some of them, show that they have thoroughly investigated the methods advocated by our noted educators.

PHŒNIXVILLE—Supt. Leister: The operetta, "Snow-White and the Seven Dwarfs," was given in Masonic Hall, by the pupils of the Grammar and High Schools. C. S. Yarnall, President of the School Board, ably led the orchestral music. The whole performance was well received by the large audience assembled, and a good sum was realized towards the payment of the High School piano. Another important event was the occasion of a lecture on "Our National Bill of Fare," by the eminent temperance lecturer, G. W. Bain, of Kentucky. [We congratulate the President of the Phoenixville School Board. How many Presidents in the State can do likewise?—*Ed.*]

POTTSTOWN—Supt. Rupert: Dr. G. M. Philips, of West Chester, gave his lecture, "Through the Bright Continent," before the pupils of our High School and their friends. The Doctor had an audience of about 300, who highly appreciated his talk.

STEELTON—Supt. McGinnes: At the last meeting of the Board a committee was appointed to select a location for a new building in the 4th Ward. The citizens of the 1st Ward presented the Board with a handsome flag. It was appropriately received and placed on the Fothergill School. All our teachers were much pleased with the work done at the late County Institute; the instruction was suggestive and practical. The new building in the 5th Ward was dedicated with appropriate exercises November 1st. On this occasion, the citizens of the Ward presented a fine large flag to be placed on the building and a small flag for each of the school-rooms.

WEST CHESTER—Supt. Jones: The attendance continues excellent. In one of the grammar grades there is a school in which not a pupil has been absent a session during the three months of the term. Recently the directors purchased flags, varying in length from 15 to 20 feet. On the afternoon of November 26, these flags were raised, one on each school building. There were appropriate exercises in each room. Addresses were made by R. T. Cornwell, President of the Board, Rev. Jos. S. Evans, Rev. John Stansbury, and an original ode to the flag was read by C. Wesley Talbot, member of the Board. The music was directed by Mr. Jerry March. A salute of thirteen guns was fired by a squad of men detailed from Gen. McCall, Post No. 31, G. A. R. The chimes of the Trinity P. E. Church rang national airs during intermissions in the programme. Hundreds of citizens were out, and "flag-raising day" will long be remembered by old and young.

LITERARY DEPARTMENT.

IT is most gratifying to remark how great has been the growth of interest in art and art-study within the last few years. Not only is the history and criticism of art taking its place in the curricula of all our higher institutions of learning, but everywhere in progressive communities the elements at last are being studied in our public schools as well. There is a public demand for it, and it is a just and proper demand, which has to be met. It shows itself most plainly, perhaps, in the fact that there is scarcely a town or village of any size at all where there are not art-classes formed and at work side by side with the reading-circles and literary clubs that sprang into being a few years earlier. We believe, therefore, that our readers will be glad to know of a few of the latest works bearing on the subject, and suitable both for school use, for teachers, private students, and school libraries.

We need not again refer to works like Jarves's *Art Idea*, or to Dr. C. C. Everett's splendid essays on *Poetry, Comedy and Duty*, Story's *Conversations in a Studio*, or Shairp's volumes bearing on the general theme, which have been noticed in these columns before. We must, however, speak again of Prof. Goodyear's handsome *History of Art* (New York: A. S. Barnes & Co. Price, $3.50), to which we referred about two years ago. We then heartily commended the text for its comprehensiveness, clearness of style and arrangement, conciseness and accuracy, and deplored the inferiority and inadequacy of the accompanying illustrations. Since then a revised and re-illustrated edition of the work has been issued, which, we are happy to say, more than meets every objection that could have been made to the previous one. It is now both an eminently handsome volume in every respect, and the most satisfactory work of the kind known to us for school use. It contains 314 illustrations, printed in different monotints, and nearly all of them so well executed as themselves to be real works of art. They are all reproductions of the masterpieces of the different schools, ancient and modern, of sculpture, architecture, and painting, chosen with all of Prof. Goodyear's taste and skill, so as really to illustrate the periods and characterize the schools and the artists treated of in the text. By their aid the student can readily follow the development of art through its various stages, and as readily also study the subject comparatively. We have seldom seen a more attractive text-book. Even where art-history is not yet studied in the class-room, a work like this ought to be on the shelves of the school library. An *edition de luxe* has also been published, sumptuously bound (price, $5), fit to adorn any parlor table, and eminently suitable as a gift book.

Prof. D. L. Hoyt's *Handbook of Historie Schools of Painting* (Boston; Ginn & Co., price $1) is a compact little volume, very much shorter, of course, than the preceding, and having to do only with the art of painting. After a chapter of "Definitions," concise and plain, it gives the names, date and brief biographical sketch of the leading painters of Greece, Rome, and afterwards of the Florentine, Paduan, Umbrian, Lombard, Venetian, Bolognese, and Naturalist schools; following these come the representatives of the Flemish, German, Dutch, Spanish, French, and English and American. There are also brief chapters on emblems, definitions of technical terms, and an index which serves as a pronouncing vocabulary of artists' and schools' names. It is a useful and convenient little handbook for teachers' use.

Some of the best specimens of art criticism to be found anywhere are contained in Prof. Knight's *Essays in Philosophy* (Boston: Houghton, Mifflin & Co., price, $1.25), and Prof. Woodbury's *Studies in Letters and Life* (the same, price, $1.25). In the former, the student of art will find in the first essay on "Idealism and Experience in Literature, Art and Life," one of the clearest expositions known to us of the principles underlying the two great tendencies of idealism and realism, and some very suggestive and forcible words as to the cause, meaning and result of the latter dominant tendency of the present day. The remaining essays are concerned with the Classification of Sciences, Ethics and Evolution, Eclecticism, Personality, and The Infinite, Immortality, and Metempsychosis. All are thoughtfully and clearly written, though we cannot agree with the author's main philosophical position. Prof. Woodberry's volume is chiefly a collection of literary essays that originally appeared in *The Atlantic Monthly*. They are all that one would expect from the leading critic of that peerless literary magazine—scholarly, honest, strictly judicial, and yet eminently appreciative, sympathetic, and withal written in a charming style worthy of the poet of "The North Shore Watch." All of them are expositions of literary art, as found in Landor, Crabbe, Keats, Shelley, Beaumont, Coleridge, Wordsworth, Bunyan, Cowper, Channing, Darwin, Byron, and Browning. But to the art student in general, those specially valuable are the four "Illustrations of Idealism," and the one on "Some Actors' Criticisms of Othello, Iago, and Shylock." All of them are characterized by that conscientiousness and finish which belongs to all of Prof. Woodbury's work in this direction.

If he is one of the best recent writers on the art of literature, Sir Philip Sidney was certainly one of the best of the earliest writers on the subject in our language. His *Defense of Poesy*, though written in 1583, not only still lives as one of the finest specimens we have of Elizabethan prose, but is still in force as one of the best treatises on the subject ever written. It is very gratifying that this exquisite essay has now been brought out in a form that must make it exceptionally useful to literary classes every-

where. The editor, Prof. A. S. Cook, has given us a thorough and valuable historical and critical essay in the Introduction, an admirable Analysis, and helpful, judicious Notes, with a table of Variants and Index of Proper Names. The volume is one for which all literary students will be profoundly grateful to editor and publishers (Boston: Ginn & Co. The price of the book is ninety cents.

Probably the most notable literary biography of the season is that of *Richard Henry Dana*, by Charles Francis Adams (2 vols. Boston: Houghton, Mifflin & Co. Price $4). Since Mr. Cabot's Memoir of Emerson, we have read no more thorough and yet highly interesting piece of biographical writing. It is interesting and important, not only as giving us a study of a man of whom we are impressed that he "might have been" one of our greatest literary men, but living as an actor in the midst of the most stirring political events of the nation's life, he came in contact with nearly all the notable persons of our history, and not the least entertaining portions of the work are his reminiscences of these, and of the events in which he and they were participants. Indeed, the work is hardly less a contribution to our political than to our literary history. Mr. Adams is an experienced biographer, but has never written a more thoroughly delightful biography than this one, which the publishers have issued in their customary admirable style. Two excellent portraits enhance the value of the work.

While on the subject of biography we must note the appearance of Prof. Quick's invaluable *Essays on Educational Reformers*, as Vol. XVII of Appleton's "International Education Series" (New York: D. Appleton & Co., price, $1.50). We noticed and described these remarkable essays when they appeared in a former edition. In the one before us they have been almost entirely rewritten, and had important additions made in the papers on Sturmius, or some English writers before Locke or Froebel, and incidentally many others. If in the original edition it was the best work of the kind in our language, in its present form and as a member of this series it deserves every word of the high praise given it by Dr. W. T. Harris when he calls it "the most valuable history of education in our mother-tongue, fit only to be compared with Karl von Raumer's Geschichte der Pædagogik, for its presentation of essentials and for the sanity of its verdicts." It is a work really essential to every teacher's library, and one of the most important volumes of the most excellent series of educational works to which it belongs. The volume immediately preceding it in the series, *The Higher Education of Women in Europe* (the same, price, $1.00), has for Americans mainly an historical interest, as in this country we have already solved most of the problems discussed therein. It is none the less interesting, however, on that account, nor less valuable, especially for its collection of important facts and statistics bearing on the subject. It is translated from the German of Miss Helene Lange by Dr. L. R. Klemm, and has an interesting introduction by Dr. W. T. Harris, the editor of the series.

Dr. LeBaron and His Daughters (Boston: Houghton, Mifflin & Co.; price, $1.25), by Jane G. Austin, is not exactly a biography, being a novel, and yet it is so full of unvarnished historical truth, that there is really less fiction than fact in it. No writer of historical novels is more conscientious than Miss Austin not to misrepresent the truth. The "Standish of Standish," of which the present story may almost be regarded as the sequel, was almost literal history from beginning to end, and the same may be said of *Dr. LeBaron and His Daughters*. This is the kind of fiction our school libraries should liberally patronize. A truer conception of the manners, customs, feelings, thoughts, life of the early New Englanders can be found from reading these stories than from all the formal histories that have or shall be written. Scarcely less true is this also of short stories, such as Miss Sarah Orne Jewett is in the habit of giving us. Her latest contributions of tales of New England life have just been gathered into an artistically beautiful volume under the title of *Strangers and Wayfarers* (the same, price $1.25). The eleven tales are all conceived and written in that exquisite style in which Miss Jewett is without a peer. There is a power of suggestion in it, in making one feel the importance of what is not expressed, that to our mind no writer since Hawthorne was master of to a like degree, while in description of New England scenery and faculty of reproducing the old-time atmosphere, she is recognized to have no superior among living American writers. We have had occasion several times to refer to the peculiar charm of Mrs. Wiggins's stories about children since we first remarked it in her "Birds' Christmas Carol." Now we have two pretty little books before us in both of which it again appears. One of them is *Timothy's Quest* (the same, price $1), full of quaint humor and deep pathos, and wholesome for any one to read; the other, *The Story Hour* (the same, price $1), by Mrs. Wiggins and Nora A. Smith, and described as being intended for "The Home and the Kindergarten." They certainly are delightful in their simplicity and altogether charming. There are fourteen of them, but retold in a way that renews their youth marvellously. The Introduction is as charming as the rest of the volume. We heartily commend these books to the Kindergartners and mothers. They are worth studying by them. As gift books for children few better ones can be found.

Mrs. Henry Ward Beecher's "Reminiscences" of her late husband, which she is now writing, has been purchased by *The Ladies' Home Journal*, of Philadelphia, and the articles will shortly begin in that periodical. The series will have for its title "Mr. Beecher as I Knew Him," and will cover the entire period of his fifty-seven years of married life, from young Beecher's first acquaintance with his wife, his college life, their courtship and marriage, his first public speech, the first year of married life with an income of $300, and so all through the great preacher's life until his later triumphs, his last sickness and last days, and his death.

LITTLE CHERRY BLOSSOM.

LITTLE ONES.

1. Lit - tle Cher - ry Blos - som Lived up in a tree, And a ve - ry
2. But one sun - ny morn - ing, Think - ing it was May, "I'll not wear," said
3. Blossom would not lis - ten, For the sky was bright, And she wished to
4. Bye - and - bye the sun - shine Fad - ed from her view; How poor Blossom
5. Ah! poor Cher - ry Blos - som! She in fool - ish pride Changed her proper

hap - py Lit - tle thing was she. Clad all thro' the win - ter
Blos - som, "This old dress to - day." Mis - ter Breeze this hear - ing,
glis - ten In her robe of white. So she let the brown one
shivered As it cold - er grew; Oh, for that warm wrap - per
clothing, Took a cold and died. All ye lit - tle Blossoms,

In a dress of brown, Warm she was tho' liv - ing In a northern town.
Ve - ry kindly said, "Do be careful, Blossom, Win - ter is not fled."
Drop and blow a - way, Leaving her the white one All so fine and gay.
Ly - ing on the ground: Now Jack Frost will nip her— He is prowling round.
Hear me and take care,— Go not clad too lightly, And of pride be - ware.

THE BUTTERCUP TEST.

ECHOES OF CHILDHOOD.

mf

Allegretto.

1. Butter - cups ev - 'ry one Bright like the summer sun, Looking and smiling so bon - ny,
2. If I can slip you in, Close under Johnny's chin; If you can there shine so clear - ly,
3. Chasing the dragon - fly, Johnny with shout and cry Tramples the fair meadows o - ver,
4. Stirring you thro' and thro', How the winds play with you, Putting you all in a flut - ter;

Some of you come with me, Something I want to see, Want to find out about John - ny.
Tho' he may own it not, We shall the truth have got, Johnny loves butter most dear - ly.
While I string lilac bells, Or in the grassy dells, Hunt for the four-leav-ed clo - ver.
Tell me, oh, butter - cup! Thro' the grass peeping up, Tell me, does Johnny like but - ter?

Dr. Higbee Memorial Volume and Portrait.

OPINIONS OF SUPERINTENDENTS, PRINCIPALS OF NORMAL SCHOOLS, AND OTHERS.

The Dr. Higbee Memorial Volume is a grand monument to a phenomenally-gifted and great souled hero.—*Ex-State Supt. H. C. Hickok.*

Have just received Portrait and Memorial Volume. I congratulate the Committee on the wisdom of their plan and their taste in its execution. Nothing could be more fitting.—*Co. Supt. J. W. Leech, Cambria Co., Pa.*

The teachers of the State owe you many thanks for the interest you have shown in this matter. The Memorial Volume is itself one of the finest testimonials in honor of a teacher the world has ever known, and will itself be more enduring than a monument of marble or granite.—*Dr. Edward Brooks, Philadelphia.*

The Portrait is perfectly true to nature—could not be better. The Memorial Volume is worthy of the man in whose memory it is prepared. I am delighted with both.—*Co. Supt. R. M. McNeal, Dauphin Co., Pa.*

The Portrait is a true picture of the original and delineates the scholar, the teacher, and the Christian.—*Co. Supt. Henry S. Wertz, Blair Co., Pa.*

Every one is delighted with the picture. It is certainly life-like. Our teachers did not look for any return from their collections, and were very greatly surprised. We had Memorial Exercises at the Institute when the pictures and books were distributed. I congratulate you and your Committee on the excellency of your work.—*Co. Supt. A. G. C. Smith, Delaware Co., Pa.*

Portraits and Volumes received. All are excellent, indeed. I should like to see them in each grade. Please accept thanks from the Board of Education and myself.—*Supt. C. D. Bogart, Bradford, Pa.*

I am delighted to have the Memorial Volume. I have read it from beginning to end. You can well cherish the satisfaction of having done a good work—a work of power—for all aspiring souls among the teachers and superintendents of Pennsylvania; for, believe me, the Memorial Volume will "tell" in their lives. To all such you have secured a priceless legacy.—*Prof. J. B. Kerschner, Nov. 19, 1890.*

The framed Portrait of Dr. Higbee came to hand. We admire it, and it has a prominent place on our Chapel wall.—*Prof. D. C. Thomas, Principal State Normal School, Mansfield, Pa.*

Please accept my thanks many times for framed Portraits and copies of Memorial Volume. They are first-class. I am proud of them.—*Supt. J. B. Richey, New Brighton, Pa.*

The Memorial Portraits and Memorial Volumes of Dr. Higbee are received. The volumes I shall always prize as they are precious. I shall place the Portrait on exhibition at the County Institute and afterwards put it where designed.—*Co. Supt. Thos. C. Miller, Erie Co., Pa.*

The Picture of Dr. Higbee came to hand yesterday. How life-like! All who have seen it pronounce it excellent, and unite with me in thanking the Memorial Committee for it. It now stands in the room which Dr. Higbee used as a study. In a few days we will place it in the College Chapel. We will have funds enough contributed (by the Doctor's former students and friends) to place a Memorial Window in the Church here.—*Rev. Dr. Geo. W. Aughinbaugh, President Mercersburg College, Franklin Co., Pa.*

I acknowledge with the greatest pleasure receipt of 80 copies of Memorial Volume and Portrait. The volume is excellent, and the portrait is admired by all who were acquainted with Dr. Higbee. I also acknowledge receipt of the framed Portrait which now adorns my office.—*Supt. S. Trauseau, Williamsport, Pa.*

The Portrait is excellent.—*City Supt. H. W. Hotchkiss, Meadville.*

Thanks for framed Portrait and Volume. The other pictures and books have come to hand and been distributed. They are certainly very fine, and will be greatly appreciated by teachers and schools. The portrait is very life-like, and delineates features and expression unusually well.—*City Supt. L. O. Foose, Harrisburg, Pa.*

Much pleased with both Portrait and Memorial Volume.—*Co. Supt. F. H. Slyder, Franklin Co.*

The Portraits and Memorial Volumes are received. I am more than pleased with them.—*Co. Supt. Jos. S. Walton, Chester Co., Pa.*

The Portrait of Dr. E. E. Higbee came to hand safe and sound. I deem it a very appropriate ornament for the decoration of every school-room in Pennsylvania, and sincerely hope it may be placed in every room in my county.—*Supt. John H. Carney, Juniata Co., Pa.*

It is a noble picture of Dr. Higbee.—*Co. Supt. T. C. Miller, Erie Co., Pa.*

The framed Portraits and copies of the Memorial Volume are received. Well pleased with them. Please send the lithographs, to which each school that contributed is entitled, to me at Honesdale in time for distribution at Institute. I shall again present the matter to the teachers, and many more contributions will be the result.—*Co. Supt. J. H. Kennedy, Wayne Co., Pa.*

I am well pleased with the Picture. It makes quite an addition to my office.—*Co. Supt. W. C. McCullough, Butler Co., Pa.*

Well pleased with both Portrait and Memorial Volume.—*Co. Supt. T. A. Snyder, Carbon Co., Pa.*

Both Portrait and Volume are grand, as they ought to be to represent the features and tell the life story of a grand man.—*Co. Supt. D, O. Etters, Centre Co., Pa.*

Memorial Volume and Portrait of Dr. Higbee received. We are highly pleased with them and commend the judgment of the Committee in the wisdom and taste displayed in their work.—*Prof. G. M. D. Eckels, Principal State Normal School, Shippensburg, Pa.*

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U. S. BUREAU OF EDUCATION.

THE
SCHOOL JOURNAL
ORGAN OF THE DEPARTMENT OF COMMON SCHOOLS AND OF THE STATE TEACHERS' ASSOCIATION.

Vol. 39. FEBRUARY, 1891. No. 8.

THE passage from school to college is an all-important step in intellectual life. The youth is for the first time to be entrusted with his own culture as a work no longer of compulsion, but of honorable ambition. A wise teacher will indeed strive to awaken this spirit of emulation at an earlier stage. But the school-boy is necessarily engaged, to a large extent, in accumulating facts, mastering arithmetical tables, rules of grammar and prosody, vocabularies and other useful materials, as the foundation of all higher culture. This cannot be dispensed with, and its imperfect accomplishment by the self-educated student who begins the work in maturer years, has hampered many a gifted aspirant in the pursuit of knowledge. But Bishop Butler has truly said, "Of education, information itself is really the least part." The aim of the true teacher must ever be to develop the reasoning faculty. The late Matthew Arnold, when reviewing his experience as a school inspector, remarked, with reference to the pupil-teachers, from whom the best results might be looked for, "I have been much struck, in examining them towards the close of their studies, with the utter disproportion between the great amount of positive information and the low degree of mental culture and intelligence which they exhibit." No doubt this is due to the premature stage of undeveloped youth; but the mistake which lies at the root of many failures in education, and which intrudes little less mischievously into the examination hall than into the school-room, is the regarding of memory to retain facts as more important than the training of the reason to grasp ideas, or to comprehend the relations of abstract science to visible phenomena.

Mankind! It is a great thing when they aim to be divine, but it is a sad sight when they are satisfied with being men only; that is to say, in being all that is beyond expression poor, wretched, intriguing, and false—which is most painful to look at, yet unfortunately so common.—*Landriot.*

"THE men who would always teach are the greatest obstacles to learning." The human mind loves learning, but not to be instructed. The learned man must possess exquisite taste in imparting his information, otherwise he makes himself and his learning offensive. The teacher who talks much and allows his pupils to say little, is no educator, but a huge obstacle in the way of the shooting of the young idea.

I FLING out to you one word, which you may take as your promise and your hope if you will: "He that receiveth a prophet in the name of a prophet shall receive a prophet's reward." If you have not seen the vision, if you have not heard the voice, you may at least listen to the voices of men and women who have. You may hear the message that comes to you through wife, sister, mother, child. Religion, the sneerer tells us, is for women and children! The glory of humanity is in its women and its children. What would men do without them? The glory of humanity is that women's ears and children's ears do hear this voice; and our

shame if neither from God Himself nor from the holy voices that make one long symphony from the first voice in Eden to the last choral song in the celestial sphere, we catch no echo of the Divine music, we receive no interpretation of the Divine presence.—*Lyman Abbott.*

THE careful thinker and listener finds so much to moderate his preconceived ideas, so much to correct in them, sometimes so much reason to change them, that he is in no hurry to give voice to them in their present callow form. He often prefers to wait for more light; and when he does speak, it is modestly and, perhaps, rather in the tone of inquiry than of assertion. In fact, he finds it needful to have something to say that is worth the utterance before he proceeds to take any large share in the conversation. But the loquacious have no such scruples. The less they think the more they talk. Their stream of discourse, shallow as it is, pours forth continuously and noisily, while the deep waters of the thoughtful soul are comparatively still.

CAREFULNESS and exactitude in speech are sometimes characterized as affectation and mere pedantry; but, say what some people may, it is unquestionably the unfailing mark of culture. No one thoroughly and lovingly acquainted with the literature of his language can regard propriety in its use with contempt. The purity and harmony and rhythm of his native tongue are as precious to him as the perfect rendering and interpretation of music are to the musician; and to the preservation of the English language in its integrity, it should be the duty and pleasure of every individual lover of it to contribute.

THOSE of us not yet fifty years of age have probably lived in the most important and intellectually progressive period of human history. Within this half century the following inventions and discoveries have been given to the world: Ocean steamships, street railways, telegraph lines, ocean cables, telephones, phonograph, photography, and a score of new methods of picture-making, aniline colors, kerosene oil, electric lights, steam fire-engines, chemical fire-extinguishers, anæsthetics and painless surgery; gun cotton, nitro-glycerine, dynamite, giant powder, aluminium, magnesium, and other new metals; electro-plating, spectrum analysis and spectroscope, audiphone, pneumatic tubes, electric motor, electric railway, electric bells, typewriter, cheap postal system, steam heating, steam and hydraulic elevators, vestibule cars, cantilever bridges. These are only a part. All positive knowledge of the physical constitution of planetary and stellar worlds has been within this period.

REV. EDWARD THRING had a theory upon which he worked. His main principle was simple enough—that every boy is good for something, and that education means to help him to find out what he is good for, and to make the very best of him, without making the capacity of one boy the standard of another. The principle sounds almost too obvious for statement. And yet to put it into consistent practice, would be to sweep away the very last relic of cram, to change test by examination out of all recognition, and to transform a public school from a place of polishing exceptionally clever boys into one for making the best of every boy individually, whatever might be the quantity or quality of his brain.—*Educational Review.*

WATCHING THE CLOCK.—As the *Christian Union* says, there is a deal of common sense in this story lately told of Edison, whether he said it or not. A gentleman went to the great electrician with his young son, who was about to begin work as office boy in a well-known business house. The father asked Edison for a motto which the boy might take to heart in his struggle for promotion and success. After a moment's pause, Edison said, laconically, "Never look at the clock!" Edison meant, we take it, that the man who is constantly afraid he is going to work over time or over hours, doesn't stand a chance of competing with the man who clears up his desk, no matter how long it takes. The carpenter who drops his hammer, uplifted above his head, when the whistle blows, is likely to remain a second-class workman all his life. The carpenter who stays fifteen minutes to finish a job, is working toward a shop of his own.

TOM'S GOLD DUST.—"That boy knows how to take care of his gold dust," said Tom's uncle often to himself, and sometimes aloud. Tom went to college, and every account they heard of him he was going ahead, laying a solid foundation for the future.

"Certainly," said his uncle, "certainly; that boy, I tell you, knows how to take care of his gold dust." Gold dust! Where did Tom get gold dust? He was a poor boy. He had not been to California. He never

was a miner. Where did he get his gold dust? Ah, he had seconds and minutes, and these are the gold dust of time—specks and particles of time which boys, girls, and grown-up people are apt to waste and throw away. Tom knew their value. His father had taught him that every speck and particle of time was worth its weight in gold, and his son took care of them as if they were. Take care of your gold dust.

THE greatest weakness in the administration of the school department is the small number of men of culture and liberal education who are applicants for positions in the schools, and the still smaller number of men who have studied education as a science and followed its history with professional zeal.—*Edw. T. Steel.*

A TEACHER ought to know of everything much more than the learner can be expected to acquire. The teacher must know things in a masterly way, curiously and nicely, and in their reasons. He must see truth under all its aspects, with its antecedents and consequents, or he cannot present it in just that shape in which the young mind can apprehend it. He must, as he holds the diamond up to the sun, turn its facets round and round, till the pupil catches the lustre.—*Edward Everett.*

HAVE sympathy with your pupils. If you find that you have it not, try to cultivate it. Some teachers are like chilling frosts in their manner and effect. They cannot help it oftentimes, more is the pity; and such are sure to be at a disadvantage. The children are so constituted they will not respond to vibrations that are not sympathetic. Many good men and good women have failed as teachers simply because of the lack of this essential quality. No blame can be attached to them, any more than they can be blamed for having the small-pox. It is their misfortune simply.

TALKING of denominational unity at Chautauqua, do you remember the tall and venerable Dr. Vincent, of England, who was at the Assembly last year? His astonishment at the spectacle of Episcopalians, Sandemanians, Baptists and Seventh-Day Adventists gathered on the same platform was boundless. "I never heard of such a thing!" he exclaimed to a friend. "In England one-half of these men would leave the platform in horror at the presence of the others." "What harm do they do?" asked a bystander, misunderstanding him. "Harm?" he repeated. "Why, I think it's beautiful! It's inspiring."

Too often we try to wheedle our children into knowledge. We disguise the name of work, mask thought, and invent schemes for making education easy and pleasant. We give fanciful names to branches of study, make play with object lessons, and illustrate all things. To make education amusing, an easy road without toil, is to train up a race of men and women who will shun what is displeasing to them. But there is no substitute for hard work in school if we are to have a properly trained people; we must teach the value of work, and overcome the indifference of ignorance.—*The Century.*

THE original home of various plants is thus stated: Cabbage grew wild in Siberia; celery originated in Germany; the potato in Peru; the onion in Egypt; tobacco in South America; millet in India; the nettle in Europe; the citron in Asia; oats in North Africa; rye in Siberia; parsley in Sardinia; the parsnip in Arabia; the sunflower in Peru; the horse-chestnut in Thibet; the quince in Crete; the horse-radish in the South of Europe; and the pear is supposed to be a native of Egypt.

YOU need not fear for the manhood of a good boy. If the little fellow looks into your eyes and speaks the honest truth, if he is respectful to those who deserve respect, brave when he should be brave, and yet with no shame of being gentle, thank heaven, and do all you can to keep him so; but have no fear. As vices strenghten, so do virtues. The good boy is likely to be a better man.

"THOROUGHNESS is all right to talk about, but there is nothing that has been thoroughly done in this world, and it will be a good many years before anything will be thoroughly done. Talk about absolute thoroughness! It is nonsense! We may attain unto it as we attain unto perfection, but we might as well attempt to shoot the moon as to reach thoroughness or perfection in this world." Our author, in the exchange quoted, means all right, but does not know how to express himself. He says, "There is no place in the world for smatterers who know a little of everything under the sun." Is this not what our school system is promoting? Is there a single college graduate who knows thoroughly anything that he has studied in his college course? Take Latin,

which the average college student studies seven solid years. What does he know when he gets through? Can he talk it? Can he even read an author whom he has never before seen, with any degree of fluency and acceptability? Then take mathematics. How many students are thorough in it? We venture that the roll-call of college graduates who could be counted thorough in mathematics would be called in an extremely short space of time. Our ideals should be high. This is all right. We should aim at never doing anything in a half-way manner. But the tasks half done, the studies half learned, the books half read, and the work half accomplished, constitute by far the largest portions of our lives.—*School Journal.*

WHAT THE MONKEY THOUGHT OF IT.—Mr. Pollard states that in his drinking days he was the companion of a man in Arundel county, Maryland, who had a monkey that he valued at a round thousand dollars. We always took him out on chestnut parties, and when he could not shake them off, he would go to the very end of the limbs and knock them off with his fist. One day we stopped at a tavern and drank freely. About half a glass was left, and Jacko drank it up. Soon he was merry, hopped and danced, and set us in a roar of laughter. Jack was drunk. We all agreed, six of us, that we would come to the tavern next day and get Jack drunk again, and have sport all day. I called at my friend's house next morning, and we went out for Jack. Instead of being, as usual, on the box, he was not to be seen. We looked inside, and there he was, crouched up in a heap. "Come out here!" said his master. Jack came out on three legs; his fore-paw was on his head. Jack had the headache. I knew what was the matter with him; he felt just as I did many a morning. Jack was sick and couldn't go. So we waited three days. We then went, and while drinking, a glass was provided for Jack. But where was he? Skulking behind the chairs. "Come here, Jack, and drink," said his master, holding out the glass to him. Jack retreated, and as the door was opened, slipped out, and in a moment was at the top of the house. His master went out to call him down, but he would not come. He got a large whip and shook it at him. Jack sat on the ridge-pole and refused to obey. His master got a gun and pointed it at him. A monkey is much afraid of a gun. Jack slipped over the back side of the house when he saw his predicament, at once whipped up on the chimney, and got down in one of the flues, holding on by his fore-paws. The master was beaten. The man kept the monkey twelve years, but could never persuade him to touch another drop of liquor. The beast had more sense than the man who has an immortal soul, and thinks himself the first and best of God's creatures on earth.

TEACHERS, don't scold. You can not do anything that will do more to destroy your influence in the school room. You may be weary and vexed, but scolding will not help you. Lessons may be poorly learned, but this can be remedied only by study. Pupils may be noisy and perhaps unruly, but there is a better remedy for these evils than cross words and dark frowns. Your success depends upon your gaining the confidence and respect of your pupils. You will never gain them if you permit yourself to indulge in the habit of scolding—the rock upon which so many wreck their professional hopes. Success means a good deal to you. Many of you are hundreds and thousands of miles from home. Failure means disappointment, shame and financial embarrassment. Do not stumble, then, into this wicked folly. We have known children to come home from school crying because a senseless teacher had been lashing them with her tongue. No wonder these children hate school, no wonder they have no respect for the teacher, no wonder they charge up to ignorance any slip of the tongue she may fall into—and who blames them? But do you say, "I can't help it?" Then be a woman and resign. Don't stay in the school a constant source of irritation and annoyance to children who are sent to school to acquire gentleness and refinement as well as book learning. Be firm and exacting in your discipline, insisting upon prompt and cheerful obedience. If a pupil needs a reprimand, administer it in the proper spirit, but refrain wholly from that fretful, scolding habit so destructive to the teacher's happiness and the school's prosperity. God pity the poor child who is compelled to attend a school whose presiding genius is a "scold."

SINGING, when well taught, is as important a subject for the school-room as any other branch; and unlike most other branches, it needs to be taught from the lowest primary grade to the highest, in the graded school. It is needed for patriotism, for morality, for health. It is needed to make discipline lighter, school attendance more regular, school management easier, study more interesting, recitation more

spirited. What the wings are to the bird, what the blossom is to the plant, what the juice is to the fruit, what the eye is to the face, what fervency is to the voice, singing is to the school.—*A. E. Winship.*

No educational influences are more valuable than those which form and direct a taste for good literature. When we get the youth safely steered into the sea of good reading, it does not make much difference about its particular direction. Habits of good reading are to be formed, though of course more easily in some than in others. It is clearly part of the teacher's duty to see that the child's taste for good books has a chance to develop. No teacher has any right to say that it is none of his business, for that assuredly it is. Inquiries, suggestions and prepared courses of miscellaneous reading can be made by the teacher with slight effort on his part and with great value to the pupil. Shall we ever forget the man who put into our hands Emerson's *Self-Reliance?* Not while we have a memory. Shall we ever forget the man who, while we were floundering about in a sea of reading to no end or purpose, made a course of half a dozen books that settled us into the right track? Never. So much may be done by every teacher, and so much ought to be done.—*Colorado School Journal.*

THE general character of life is that of monotony. Whether we regard the life of man, or the life of beasts, we are struck by the same remarkable fact—that life, to all outward appearance, is a monotonous succession of scenes and movements all but identical. We wonder how the interest is kept up. But we never tire of going to bed at night; and we are very sorry when we get tired of getting up in the morning. We never weary, except with regret, of breakfasting, dining, and supping, and yet these actions are repeated incessantly three hundred and sixty five times in the year, with renewed excitement on every succeeding occasion. We take off our clothes once every day, and we put them on once every day. We do this at nearly the same hour, in daily succession; and when health is good, the pleasure derived from so doing is not marred by the repetition of the act—for the ebbing and flowing of our bodily sensations prepare us, without any effort on our part, for all the vicissitudes of our existence. When hungry, food is agreeable; when weary, sleep or rest is a treat; when warm, the cool air is agreeable; when cold, the pleasure derived from a cheerful fireside and a comfortable supper is delicious. The excitement is kept up by the contrasts; and we purchase the enjoyment of one feeling by encouraging the reverse. With health, youth and prosperity, we should never be weary. It is age, weakness, and poverty, that prepare us for death; and even that comes easily, upon most men at least, like a sleep, and the heaviness of the heart gives even the last sleep a welcome.

THE art of not hearing should be learned by all. There are so many things which it is painful to hear, very many of which, if heard, will disturb the temper, corrupt simplicity and modesty, detract from contentment and happiness. If a man falls into a violent passion, and calls us all manner of names, at the first word we should shut our ears, and hear no more. If in a quiet voyage of life we find ourselves caught in one of those domestic whirlwinds of scolding, we should shut our ears as a sailor would furl his sails and, making all tight, scud before the gale. If a hot, restless man begins to inflame our feelings, we should consider what mischief the fiery sparks may do in our magazine below, where our temper is kept, and instantly close the door. If all the petty things said of one by heedless or ill-natured idlers were brought home to him, he would become a mere walking pin-cushion stuck full of sharp remarks. If we would be happy, when among good men we should open our ears; when among bad men, shut them. It is not worth while to hear what our neighbors say about our children, what our rivals say about our business, our dress or our affairs.

AM I a teacher? Do I teach? Why am I a teacher? What do I teach? Ah, here are questions that *are* questions. A teacher! Not a mumbler, a repeater, a wooden follower, a dry-as-dust hearer of recitations, but a living, soul-inspired teacher! Do you teach arithmetic? Perhaps you do pretty well, but there is something else that you teach a great deal better. Do you ask what it is? *It is yourself.* What you have, you give to others. *What you are*, you impress upon others. Do you teach for money? Yes, you must have money, but is money your principal motive? If it is, then you are not where you ought to be. Money is good—yes, necessary; but money *as an end*, not as a means, is bad. Last month a poor woman died alone in this city, and it was two days before any one

knew she was dead. Forty thousand dollars was found in her possession. Money with her was an end of living. What a poor, miserable life she lived! It is a grand thing to use money and everything else as means of making others happier and better.

"LET your rule be gentle, peaceful and just," says a wise Frenchman, giving advice with regard to the training of animals. "Violence and blows are bad means of education for animals as well as men. Force makes itself obeyed, but only on condition of continual action; a sad condition. It sometimes happens that despair revolts against even force: we often see this in the case of the ass, sometimes in that of the horse. Besides, in making yourself obeyed by outward force, you drive from the animal all spontaneous action, his grace, his amiability, his ardor to obey you; without counting that, in using this means, you reserve for yourself an extreme resource for extreme cruelty. Look at the facts. Your poor asses are unmercifully beaten, and are stubborn. Your cruel teamsters overwhelm their horses with blows, and oftentimes can scarcely govern them; the Arabs caress theirs, talk to them, live with them, and do with them whatever they wish. For my part, in my relations with animals, I always make it an amusing study to obtain their obedience with the least possible expense." Every one who has the human animal to educate would do well to take these principles to heart. They apply to children even more forcibly than to brutes.

THIS is the problem given us to work out. Our vast territory; our great variations of climate, soil, and wealth, encouraging every form of industry, agriculture, mining, manufacture, commerce, domestic and international; our heterogeneous population, made up of every race, color, tribe, tongue, nationality and religious opinion; our great social differences, nowhere greater—millionaires on one side, masses of pauperism on the other; our perpetual intermixture of classes, facilitated by the modern ease of locomotion, by the universal circulation of the newspaper press, by a common school system of education, by the absence of hereditary barriers and the easy passing of men from one class into another; the rapid increase of our great cities and the consequent massing of populations in centers; the perpetual attrition of men of various classes, characters, avocations, temperaments and faiths against each other; our political institutions throwing all together into one great debating society at every political campaign, and making the subject of yesterday the ruler of to-morrow, and the ruler of yesterday the subject of to-morrow; the problems of our national life—the slavery question, the secession question, the temperance question, the race question, the immigration question, the various forms of the industrial question—all these are elements entering into and constituting one great problem, the problem of human brotherhood.—*Lyman Abbott.*

NOTHING appeals so strongly to the imagination, the sensibilities, the moral nature of a child as a well-told tale. They rebel against what is commonly called "preaching," but the greatest rebel of them all will yield to the softening influences of a tale that carries its lesson with it. Is not that enough? But the story does more. It broadens their views, cultivates their finer feelings, destroys selfishness, teaches them to appreciate their relations with others, and planes down the rough places that would fill their lives with friction. This much it does to them morally. A young mind must have recreation as well as a young body. The story brightens and refreshes it, brushes away the cobwebs that will gather even at a tender age, and fits it to return with new vigor to its more serious work. More than that, it adds to the child's information by acquainting him or her with certain phases of life, with manners and customs that are not taught by mere history. By all means, then, let the children read stories.

The *Herald* wisely says: "We have no right to send our youth out to fight the battles of life without imparting to them the great safeguards of conduct." This is what we have been and are still doing, and probably, chiefly through fear of infringing upon the acute prejudices of sectarianism. But instruction in a high code of moral conduct, in love for truth, honor, integrity, may be imparted without the introduction of any religious issues, and it is instruction in precisely such a code that is needed to render our common-school system more useful. Individual teachers, having a strong sense of their responsibility to their pupils, have taught them something more than is to be found in book or slate; but the duties of teachers, as generally understood, are limited to assigning tasks, hearing recitations, and maintaining an orderly, well-kept school-room.—*Phila. Ledger.*

THADDEUS STEVENS.

TWO MEMORABLE SPEECHES ON BEHALF OF GENERAL EDUCATION.

AN eventful day in the history of the school legislation of Pennsylvania was April 11, 1835. The school bill with its amendments came up on second reading before the House. The struggle on its passage was bitter, says Dr. J. P. Wickersham, in his *History of Education in Pennsylvania*, and prolonged through a morning, an afternoon and an evening session. Several strengthening amendments were adopted. An amendment to repeal the law of 1834 was offered, discussed, and voted down. Other less important amendments, intended to cripple the efficiency of the Act, shared the same fate. Mr. Reigart moved that the Act of 1834 be suspended for three years, and the vote on this motion showed about the relative strength of the two parties, thirty-eight yeas and fifty nays. The members from Montgomery and Lebanon tried to have their counties exempted from the operation of the law, but this was refused. The ablest and most determined leaders of the anti-school law were William Hopkins, of Washington, and Henry W. Conrad, of Schuylkill. When other means failed, dilatory and obstructive motions were resorted to, but the united efforts of the friends of free schools rendered them of no avail. At length, the title of the bill adopted by the Senate was amended so as to conform to the character it had assumed, as a supplement to the Act of 1834, and a test vote taken on the passage of the first section showed fifty-five yeas and thirty-four nays, and the fight was won. Gaining strength by this victory, the friends of the bill were now able to push rapidly through the remaining sections, to suspend the rules by a two-thirds vote, and to pass the bill finally by fifty-five yeas to thirty nays.

When the amended bill came into the hands of the Senate, two alternatives were presented, either to concur in it or to suffer the Act of 1834 to remain in full force. The former was chosen; and, with a few unimportant amendments, the bill as it passed the House became a law, and so ended the last great fight for free schools in the Legislature of Pennsylvania.

There was a number of devoted friends of free schools in the House of Representatives in 1835, but the acknowledged leader of the free school forces during their great struggle was the member from Adams, Thaddeus Stevens. He was not popular among his fellow members, indeed was cordially hated by some of them, but for bold, uncompromising advocacy of free schools, for the spirit and courage he infused into their friends and the bitter denunciation and withering scorn he dealt out to their enemies, he had no equal. Competent judges of all parties who witnessed the fight agree that had he not stood like a rock, furnishing shelter and imparting strength to the free school combatants, and bidding defiance to the fiercest of those who would have struck them down, the law of 1834 would have been swept from the statute book or been saved only by a veto from the Governor, and the day of universal education in Pennsylvania might have been indefinitely postponed.

In 1831, Thaddeus Stevens was elected to the Legislature, was a member in 1833–4, favored the free school law of that year, but he did not serve on the Committee on Education and took no part in preparing the bill. He had little to do with the educational work of the session of 1834–5 until the crisis came and he saw that the infant free schools were in danger of destruction. Then, gathering up his great strength, he threw himself with his whole soul into the contest, and not more by his eloquent, inspiring words than by the bold, determined position he assumed, won the day. His speech delivered while the subject was under consideration on the substitute for the Senate bill is said to have been very effective. One who was present, Dr. George Smith, of Delaware, wrote in 1880, "Stevens' speech was one of the most powerful I ever heard. The House was electrified. The wavering voted for the House sections, and the school system was saved from ignominious defeat." Elijah F. Pennypacker, of Chester, as clear in intellect and sound in judgment to-day, 1884, as when he sat in the Legislature in 1834 and 1835, and gave voice and vote in favor of free schools, declares that the speech of Mr. Stevens was "so convincing that the friends of education were brought in solid column to the support of the measure and thus saved the common school system." Others who were present have recorded similar testimony.

In honor of its author, the speech was beautifully printed on silk by some school men in Reading, and proudly kept by him as a relic till his death. The following, reprinted from *The Pennsylvania School Journal* for July, 1865, is from a copy of the speech preserved by Dr. Thomas H. Burrowes:

HIS FAMOUS SPEECH IN 1835.

MR. SPEAKER: I will briefly give you the reasons why I shall oppose the repeal of the school law. This law was passed at the last session of the Legislature with unexampled unanimity, but one member of this House voting against it. It has not yet come into operation, and none of its effects have yet been tested by experience in Pennsylvania. The passage of such a law is enjoined by the Constitution and has been recommended by every Governor since its adoption. Much to his credit, it has been warmly urged by the present Executive in all his annual messages delivered at the opening of the Legislature. To repeal it now, before its practical effects have been discovered, would argue that it contained some glaring and pernicious defect, and that the last Legislature acted under some strong and fatal delusion, which blinded every man of them to the interests of the Commonwealth. I will attempt to show that the law is salutary, useful and important; and that consequently the last Legislature acted wisely in passing, and the present would act unwisely in repealing it; that, instead of being oppressive to the people, it will lighten their burthens, while it elevates them in the scale of human intellect.

It would seem to be humiliating to be under the necessity, in the nineteenth century, of entering into a formal argument to prove the utility, and to free governments the absolute necessity, of education. More than two thousand years ago, the deity who presided over intellectual endowments ranked highest for dignity, chastity and virtue, among the goddesses worshiped by cultivated pagans. And I will not insult this House or our constituents by supposing any course of reasoning necessary to convince *them* of its high importance. Such necessity would be degrading to a Christian age and a free republic.

If, then, education be of admitted importance to the people under all forms of government, and of unquestioned *necessity* when they govern themselves, it follows of course that its cultivation and diffusion is a matter of *public* concern, and a duty which every government owes to its people. In accordance with this principle, the ancient republics, which were most renowned for their wisdom and success, considered every child born subject to their control, as the property of the State, so far as its education was concerned; and during the proper period of instruction, they were withdrawn from the control of their parents, and placed under the guardianship of the Commonwealth. There all were instructed at the same school; all were placed on perfect equality, the rich and the poor man's sons; for all were deemed children of the same common parent—of the Commonwealth. Indeed, where *all* have the means of knowledge placed within their reach, and meet at common schools on equal terms, the *forms* of government seem of less importance to the happiness of the people than is generally supposed; or rather, such a people are seldom in danger of having their rights invaded by their rulers. They would not long be invaded with impunity. Prussia, whose form of government is absolute monarchy, extends the blessing of free schools into every corner of the kingdom—to the lowest and poorest of the people. With a population equal to our whole Union, she has not more than 20,000 children who do not enjoy its advantages. And the consequence is, that Prussia, although governed by an absolute monarch, enjoys more happiness, and the rights of the people are better respected, than in any other government in Europe.

If an elective republic is to endure for any great length of time, every elector must have sufficient information, not only to accumulate wealth and take care of his pecuniary concerns, but to direct wisely the Legislature, the Ambassadors, and the Executive of the nation; for *some* part of all these things, *some* agency in approving or disapproving of them, falls to every freeman. If, then, the permanency of our government depends upon such knowledge, it is the duty of government to see that the means of information be diffused to every citizen. This is a sufficient answer to those who deem education a private and not a public duty—who argue that they are willing to educate their own children, but not their neighbor's children.

But while but few are found ignorant and shameless enough to deny the advantages of general education, many are alarmed at its supposed burthensome operation. A little judicious reflection, or a single year's experience, would show that education, under the free-school system, will cost more than one-half less, and afford better and more permanent instruction, than the present disgraceful plan pursued by Pennsylvania. Take a township six miles square, and make the estimate; such townships, on an average, will contain about 200 children to be schooled. The present rate of tuition generally (in the country) is two dollars per quarter. If the children attend school two quarters each year, such township would pay $800 per annum. Take the free school system—lay the township off into districts three miles square; the farthest scholar would then have one mile and a half to go, which would not be too far. It would require four schools. These will be taught, I presume, as in other States, three months in the winter by male, and three months in the summer by female teachers; good male teachers can be had at from sixteen to eighteen dollars per month and board themselves; females at nine dollars per month. Take the highest price,—eighteen dollars for three months would be $54, and then for females at $9 for three months, $27, making each school cost $81; four to a township would thus cost $324. The price now paid for the same is $800; there would thus be a saving for each township of six miles square of $476 per annum.

If the instruction of 200 scholars will save by the free school law $476, the 500,000 children in Pennsylvania will save $1,190,000! Very few men are aware of the immense amount of money which the present expensive and partial mode of education costs the people. Pennsyl-

vania has half a million of children, who either do go or ought to go to school six months in the year. If they do go, at two dollars per quarter, their schooling costs two millions of dollars per annum! If they do not go when they are able, their parents deserve to be held in disgrace. Where they are unable, if the State does not furnish the means, she is criminally negligent. But by the free school law, that same amount of education which would now cost two millions of dollars, could be supplied at less than one-third of this amount. The amendment which is now proposed as a substitute for the school law of last session is, in my opinion, of a most hateful and degrading character. It is a re-enactment of the pauper law of 1809. It proposes that the assessors shall take a census, and make a record of the *poor*. This shall be revised, and a new record made by the County Commissioners, so that the names of those who have the misfortune to be poor men's children shall be forever preserved, as a distinct class, in the archives of the county! The teacher, too, is to keep in his school a *pauper* book, and register the names and attendance of poor scholars; thus pointing out and recording their poverty in the midst of their companions. Sir, hereditary distinctions of rank are sufficiently odious; but that which is founded on poverty is infinitely more so. Such a law should be entitled "An act for branding and marking the poor, so that they may be known from the rich and proud."

Many complain of the school tax, not so much on account of its amount, as because it is for the benefit of others and not themselves. This is a mistake. It is *for their own* benefit, inasmuch as it perpetuates the government and ensures the due administration of the laws under which they live, and by which their lives and property are protected. Why do they not urge the same objection against all other taxes? The industrious, thrifty, rich farmer pays a heavy county tax to support criminal courts, build jails, and pay sheriffs and jail-keepers, and yet probably he never has had and never will have any direct personal use for either. He never gets the worth of his money by being tried for a crime before the court, allowed the privilege of the jail on conviction, or receiving an equivalent from the sheriff or his hangmen officers! He cheerfully pays the tax which is necessary to support and punish convicts, but loudly complains of that which goes to prevent his fellow-being from becoming a criminal, and to obviate the necessity of those humiliating institutions.

This law is often objected to because its benefits are shared by the children of the profligate spendthrift equally with those of the most industrious and economical habits. It ought to be remembered that the benefit is bestowed, not upon the erring parents, but the innocent children. Carry out this objection, and you punish children for the crimes or misfortunes of their parents. You virtually establish cases and grades, founded on no merit of the particular generation, but on the demerits of their ancestors; an aristocracy of the most odious and insolent kind—the aristocracy of wealth and pride.

It is said that its advantages will be unjustly and unequally enjoyed, because the industrious, money-making man keeps his whole family *constantly* employed, and has but little time for them to spend at school; while the idle man has but little employment for his family, and they will constantly attend school. I know, sir, that there are some men whose whole souls are so completely absorbed in the accumulation of wealth, and whose avarice so increases with success, that they look upon their very children in no other light than as instruments of gain—that they, as well as the ox and ass within their gates, are valuable only in proportion to their annual earnings. And, according to the present system, the children of such men are reduced almost to an intellectual level with their co-laborers of the brute creation. This law will be of vast advantage to the offspring of such misers. If they are compelled to pay their taxes to support schools, their very meanness will induce them to send their children to them, to get the worth of their money. Thus it will extract good out of the very penuriousness of the miser. Surely a system which will work such wonders ought to be as greedily sought for and more highly prized than that coveted alchemy which was to produce gold and silver out of the blood and entrails of vipers, lizards, and other filthy vermin!

Why, sir, are the colleges and literary institutions of Pennsylvania now, and ever have been, in a languishing and sickly condition? Why, with a fertile soil and genial climate, has she, in proportion to her population, scarcely one-third as many collegiate students as cold, barren New England? The answer is obvious: She has no free schools. Until she shall have, you may in vain endow college after college; they will never be filled, or filled only by students from other States. In New England free schools plant the seeds and the desire of knowledge in *every* mind, without regard to the wealth of the parent or the texture of the pupil's garments. When the seed, thus universally sown, happens to fall on fertile soil, it springs up and is fostered by a generous public, until it produces its glorious fruit. Those who have but scanty means, and are pursuing a collegiate education, find it necessary to spend a portion of the year in teaching common schools. Thus imparting the knowledge which they acquire, they raise the dignity of the employment to a rank which it should always hold, honorable in proportion to the high qualifications necessary for its discharge. Thus devoting a portion of their time to acquiring the means of subsistence, industrious habits are forced upon them, and their minds and bodies become disciplined to a regularity and energy which is seldom the lot of the rich. It is no uncommon occurrence to see the poor man's son, thus encouraged by wise legislation, far outstrip and bear off the laurels from the less industrious heirs of wealth. Some of the ablest men of the present and past days never could have been educated except for that benevolent system. Not to mention any of the living, it is well known that the architect of an immortal name, who "plucked the

lightnings from heaven, and the sceptre from tyrants," was the child of free schools. Why shall Pennsylvania now repudiate a system which is calculated to elevate her to that rank in the intellectual which, by the blessing of Providence, she holds in the natural world?—to be the key-stone of the arch, the "very first among her equals?" I am aware, sir, how difficult it is for the great mass of the people, who have never seen this system in operation, to understand its advantages. But is it not wise to let it go into full operation, and learn its results from experience? Then, if it prove useless or burthensome, how easy to repeal it! I know how large a portion of the community can scarcely feel any sympathy with, or understand the necessities of the poor; or appreciate the exquisite feelings which they enjoy, when they see their children receiving the boon of education, and rising in intellectual superiority above the clogs which hereditary poverty had cast upon them. It is not wonderful that he whose fat acres have descended to him, from father to son in unbroken succession, should never have sought for the surest means of alleviating it. Sir, when I reflect how apt hereditary wealth, hereditary influence, and, perhaps as a consequence, hereditary pride, are to close the avenues and steel the heart against the wants and the rights of the poor, I am induced to thank my Creator for having, from early life, bestowed upon me the blessing of poverty. Sir, it *is* a blessing—for if there be any human sensation more ethereal and divine than all others, it is that which feelingly sympathizes with misfortune.

But we are told that this law is unpopular, and that the people of the State desire its repeal. Has it not always been so with every new reform in the condition of man? Old habits and old prejudices are hard to be removed from the mind. Every new improvement which has been gradually leading man from the savage through the civilized up to a highly cultivated state, has required the most strenuous and often perilous exertions of the wise and the good. But, sir, much of its unpopularity is chargeable upon the vile arts of unprincipled demagogues. Instead of attempting to remove the honest misapprehensions of the people, they cater to their prejudices, and take advantage of them, to gain low, dirty, temporary, local triumphs. I do not charge this on any particular party. Unfortunately, almost the only spot on which all parties meet in union, is this ground of common infamy!

I have seen the present chief magistrate of this Commonwealth violently assailed as the projector and father of this law. I am not the eulogist of that gentleman; he has been guilty of many deep political sins. But he deserves the undying gratitude of the people for the steady, untiring zeal which he has manifested in favor of common schools. I will not say his exertions in that cause have covered all, but they have atoned for many of his errors. I trust that the people of this State will never be called upon to choose between a supporter and an opposer of free schools. But if it should come to that, if that should be made the turning point on which we are to cast our suffrages, if the opponent of education were my most intimate personal and political friend, and the free school candidate my most obnoxious enemy, I should deem it my duty, as a patriot, at this moment of our intellectual crisis, to forget all other considerations, and I should place myself unhesitatingly and cordially, in the ranks of him whose banner streams in light!

I would not foster nor flatter ignorance to gain political victories, which, however they might profit individuals, must prove disastrous to our country. Let it not be supposed from these remarks, that, because I deem this a paramount object, I think less highly than heretofore of those great, important cardinal principles which for years past have controlled my political action. They are, and ever shall be, deeply cherished in my inmost heart. But I must be allowed to exercise my own judgment as to the best means of effecting that and every other object which I think beneficial to the community. And, according to that judgment, the light of general information will as surely counteract the pernicious influence of secret, oath-bound, murderous institutions as the sun in heaven dispels the darkness and damp vapors of the night.

It is said that some gentlemen here owe their election to their hostility to general education; that it was placed distinctly on that ground; that others lost their election by being in favor of it; and that they consented to supersede the regularly nominated candidate of their own party who had voted for this law. It may be so. I believe that two highly respectable members of the last Legislature, from Union county, who voted for the school law, did fail of re-election on that ground only. They were summoned before a county meeting, and requested to pledge themselves to vote for its repeal as the price of their re-election. But they were too high-minded and honorable men to consent to such degradation. The people, incapable for the moment of appreciating their worth, dismissed them from their service. But I venture to predict that they have passed them by only for the moment. Those gentlemen have earned the approbation of all good and intelligent men more effectually by their retirement, than they could ever have done by retaining popular favor at the expense of self-humiliation. They fell, it is true, in this great struggle between the powers of light and darkness; but they fell, as every Roman mother wished her sons to fall, facing the enemy, with all their wounds in front.

True it is, also, that two other gentlemen, and I believe two only, lost their election on account of their vote on that question. I refer to the late members from Berks, who were candidates for re-election; and I regret that gentlemen whom I so highly respect, and whom I take pleasure in ranking among my personal friends, had not possessed a little more nerve to enable them to withstand the assaults which were made upon them; or, if they must be overpowered, to wrap their mantles gracefully around them and yield with dignity. But this, I am aware,

requires a high degree of fortitude: and those respected gentlemen, distracted and faltering between the dictates of conscience and the clamor of the populace, at length turned and fled; but duty had detained them so long that they fled too late, and the shaft which had already been winged by ignorance, overtook and pierced them from behind. I am happy to say, sir, that a more fortunate fate awaited our friends from York. Possessing a keener insight into futurity, and a sharper instinct of danger, they saw the peril at a greater distance, and retreated in time to escape the fury of the storm, and can now safely boast that "discretion is the better part of valor," and that "they fought and ran away," "and live to fight"—on 't other side.

Sir, it is to be regretted that any gentleman should have consented to place his election on hostility to general education. If honest ambition were his object, he will ere long lament that he attempted to raise his monument of glory on so muddy a foundation. But, if it be so; that they were placed to obstruct the diffusion of knowledge, it is but justice to say that they fitly and faithfully represent the spirit which sent them here, when they attempt to sacrifice this law on the altars which, at home, among their constituents, they have raised and consecrated to intellectual darkness; and on which they are pouring out oblations to send forth their fetid and noxious odors over the ten miles square of their ambition!

But will this Legislature—will the wise guardians of the dearest interests of a great Commonwealth—consent to surrender the high advantages and brilliant prospects which this law promises, because it is desired by worthy gentlemen, who, in a moment of causeless panic and popular delusion, sailed into power on a Tartarean flood?—a flood of ignorance, darker and to the intelligent mind more dreadful, than that accursed Stygian pool, at which mortals and immortals tremble! Sir, it seems to me that the liberal and enlightened proceedings of the last legislature have aroused the demon of Ignorance from his slumber; and maddened at the threatened loss of his murky empire, his discordant howlings are heard in every part of our land.

Gentlemen will hardly contend for the doctrine of cherishing and obeying the prejudices and errors of their constituents. Instead of prophesying smooth things, and flattering the people with the belief of their present perfection, and thus retarding the mind in its onward progress, it is the duty of faithful legislators to create and sustain such laws and institutions as shall teach us our wants, foster our cravings after knowledge, and urge us forward in the march of intellect. The barbarous and disgraceful cry which we hear abroad in some parts of our land, "that learning makes us worse—that education makes men rogues," should find no echo within these walls. Those who hold such doctrines anywhere would be the objects of bitter detestation, if they were not rather the pitiable objects of commiseration. For even voluntary fools require our compassion, as well as natural idiots!

Those who would repeal this law because it is obnoxious to a portion of the people, would seem to found their justification on a desire of popularity. That is not an unworthy object, when they seek an enduring fame which is constructed of imperishable materials. But have these gentlemen looked back and consulted the history of their race, to learn on what foundation and on what materials that popularity is built which outlives its possessor—which is not buried in the same grave that covers his mortal remains? Sir, I believe that kind of fame may be acquired by deep learning, or even the love of it, by mild philanthropy or unconquerable courage. And it seems to me, that in the present state of feeling in Pennsylvania, those who will heartily and successfully support the cause of general education can acquire at least some portion of the honor of all these qualities combined; while those who oppose it will be remembered without pleasure and will soon pass away with the things that perish.

In giving this law to posterity you act the part of the philanthropist, by bestowing upon the poor as well as the rich the greatest earthly boon which they are capable of receiving; you act the part of the philosopher, by pointing out if you do not lead them up the hill of science; you act the part of the hero, if it be true, as you say, that popular vengeance follows close upon your footsteps. Here, then, if you wish true popularity, is a theatre on which you may acquire it. What renders the name of Socrates immortal but his love of the human family, exhibited under all circumstances, and in contempt of every danger? But courage, even with but little benevolence, may confer lasting renown. It is this which makes us bow with involuntary respect at the names of Napoleon, of Cæsar, and of Richard the Lion Heart. But what earthly glory is there, equal in lustre and duration to that conferred by education? What else could have bestowed such renown upon the philosophers, the poets, the statesmen and orators of antiquity? What else could have conferred such undisputed applause upon Aristotle, Demosthenes and Homer; on Virgil, Horace and Cicero? And is learning less interesting and important now than it was in centuries past, when those statesmen and orators charmed and ruled empires with their eloquence?

Sir, let it not be thought that these great men acquired a higher fame than is within the reach of the present age. Pennsylvania's sons possess as high native talents as any other nation of ancient or modern time. Many of the poorest of her children possess as bright intellectual gems, if they were as highly polished, as did the scholars of Greece or Rome. But too long, too disgracefully long, has coward, trembling, procrastinating legislation permitted them to lie buried in "dark, unfathomed caves."

If you wish to acquire popularity, how often have you been admonished to build not your monuments of brass or marble, but to make them of ever-living mind! Although the period of yours or your children's renown, cannot be as long as that of the ancients, because you start from a later period, yet it may be no less

brilliant. Equal attention to the same learning; equal ardor in pursuing the same arts and liberal studies which has rescued their names from the rust of corroding time, and handed them down to us untarnished from remote antiquity, would transmit the names of your children and your children's children, in a green undying fame, down through the long vista of succeeding ages, until time shall mingle with eternity.

Let all, therefore, who would sustain the character of the philosopher or philanthropist, sustain this law. Those who would add thereto the glory of the hero can acquire it here, for in the present state of feeling in Pennsylvania, I am willing to admit, that but little less dangerous to the public man is the war-club and battle-axe of savage ignorance than to the Lion-Hearted Richard was the keen scimitar of the Saracen. He who would oppose it, either through inability to comprehend the advantages of general education, or from unwillingness to bestow them on all his fellow-citizens, even to the lowest and the poorest, or from dread of popular vengeance, seems to me to want either the head of the philospher, the heart of the philanthropist, or the nerve of the hero.

All these things would be easily admitted by almost every man, were it not for the supposed cost. I have endeavored to show that it is not expensive; but admit that it were somewhat so, why do you cling so closely to your gold? The trophies which it can purchase, the idols which it sets up, will scarcely survive their purchaser. No name, no honor, can long be perpetuated by mere matter. Of this Egypt furnishes melancholy proof. Look at her stupendous pyramids, which were raised at such immense expense of toil and treasure! As mere masses of matter they seem as durable as the everlasting hills, yet the deeds and the names they were intended to perpetuate are no longer known on earth. That ingenious people attempted to give immortality to matter, by embalming their great men and monarchs. Instead of doing deeds worthy to be recorded in history, their very names are unknown, and nothing is left to posterity but their disgusting mortal frames for idle curiosiiy to stare at. What rational being can view such soulless, material perpetuation with pleasure? If you can enjoy it, go, sir, to the foot of Vesuvius, to Herculaneum and Pompeii, those eternal monuments of human weakness, There, if you set such value on material monuments of riches. may you see all the glory of art, the magnificence of wealth, the gold of Ophir, and the rubies of the East, preserved in indestructable lava, along with their haughty wearers—the cold, smooth, petrified, lifeless beauties of the "Cities of the Dead."

Who would not shudder at the idea of such prolonged material identity? Who would not rather do one living deed than to have his ashes forever enshrined in ever-burnished gold? Sir, I trust that when we come to act on this question, we shall take lofty ground—look beyond the narrow space which now circumscribes our vision—beyond the passing, fleeting point of time on which we stand—and so cast our votes that the blessing of education shall be conferred on every son of Pennsylvania—shall be carried home to the poorest child of the poorest inhabitant of the meanest hut of your mountains, so that even he may be prepared to act well his part in this land of freemen, and lay on earth a broad and a solid foundation for that enduring knowledge which goes on increasing through increasing eternity.

STRONG FRIENDS OF FREE SCHOOLS.

At the session of the Legislature of 1834, says Wm. C. Armor, in his "Lives of the Governors of Pennsylvania," the law for the establishment of a common-school system was passed. It met little opposition in either branch of the Legislature, being enacted with a unanimity rarely equalled upon any important question. So much had been said upon the subject, and so thoroughly had the necessities of the State been presented, that a readiness for its adoption seemed to be felt. But, unfortunately, though the field was white for the harvest, the law which with great labor and care had been prepared, proved signally unsuited to the wants of the State. If the thing were possible, it may be said to have been too perfect. It was so elaborately drawn, and minutest particulars were so carefully provided for, that little discretion was allowed in adapting its operation to the wants of the diversified populations it was designed to affect. It was like the machinery of certain inventors, where all the motive power is expended in overcoming the friction of the parts. The consequence was that a sudden revulsion of feeling was experienced, and at the session of 1835 the sentiment was almost universal against it. A proposition was brought forward in the Senate for its abolition, and for substituting the system of 1809—educating the poor gratis—which was carried with little opposition. It came up in the House, and but for the eloquent appeals of Thaddeus Stevens, would have been carried with a like unanimity there. The tide which was setting seemed likely to engulf all. "Why," said Stevens, "shall Pennsylvania now repudiate a system which is calculated to elevate her to that rank in the intellectual, which, by the blessings of Providence, she holds in the natural world?—to be the keystone of the arch, the 'very first among her equals.' I am aware, sir, how difficult it is for the great mass of the people, who have never seen this system in operation, to understand its advantages. But is it not wise to let it go into full operation and learn its results from experience? Then, if it proves worthless or burdensome, how easy to repeal it."

Mr. Stevens was wrought up to a great pitch of excitement while delivering this speech. He took a position in the broad middle aisle leading up to the Speaker's desk, where he had full freedom for action, and his appearance is described by one who was then a member of that body, as lit up by an enthusiasm almost more than mortal. He was the bitter political opponent of Governor Wolf, to whom he alludes in the speech here given; and when, after passing encomiums upon the Governor's advocacy of the common-school system, that startling and majestic declaration was made, "I should place myself unhesitatingly in the ranks of HIM WHOSE BANNER STREAMS IN LIGHT," it was received with the wildest expressions of delight. The magical sentence was caught up and passed current upon every lip, and whenever this era of the school system was the subject of conversation among those who were present on that occasion, the words "whose banner streams in light" were exultingly recalled.

The vote was taken, and it was found that the friends of common schools were largely in the majority. It is recorded by John W. Forney, in an elaborate article published in the *Washington Chronicle*, upon the life and character of the Great Commoner, on the occasion of his death, that "Immediately after Mr. Stevens concluded this great effort, he received a message from George Wolf, then Democratic Governor of Pennsylvania, and a leading member of the Masonic fraternity. Governor Wolf was the firm friend of popular education. Of a different and more methodical character, he did not and could not bring to the movement the attributes with which God had clothed Thaddeus Stevens; but he was earnest and sincere. When Mr. Stevens, in response to his invitation, entered the Executive Chamber, he threw his arms about his neck, and, with tearful eyes and broken voice, thanked him for the great service he had rendered to our common humanity."

Fortunately for the cause of education, the law was preserved intact. But an unwieldy system, which in its operations was constantly provoking hostility, even among the friends of common schools, was still in force. At the following session, that of 1836, the whole subject would come up for action. In the meantime Governor Ritner had succeeded to the gubernatorial chair, and had selected for Secretary of the Commonwealth Thomas H. Burrowes, a firm friend of education, and who, as its special advocate in after years, did signal service to the State. With his countenance and aid, George Smith, M. D., who, as chairman of the joint committee of Education in the two Houses, had been intrusted with the subject, drew an entirely new bill, embodying the principles of the old law, but divesting it of objectionable features. In this new form it was presented at the session of 1836, and was carried triumphantly through. It went immediately into effect and forms the basis of the excellent system at present in operation—reaching out to every nook and corner of the Commonwealth; taking by the hand the child of wretchedness and poverty equally with the most favored and pampered of fortune's easy-going offspring, and leading them to the pure fountains of knowledge; and noiselessly and unheralded scattering open-handed the richest of earthly blessings.

During the heated political canvass which preceded his election, an editor who allowed his zeal to get the better of his discretion, knowing that he had a class of readers who would be delighted with the sentiment, published a statement that Mr. Ritner was opposed to the whole catalogue of laws for common schools, thinking thereby to gain votes for him. The moment it came to the ears of Ritner, he started at once to find the reckless editor, and after a wearisome journey, soundly berated him for his duplicity, and would not leave him until he had penned an article denying the false statement he had made, and had promised to insert it in the next issue of his paper. It was not in the nature of Joseph Ritner to allow victory to be purchased at the sacrifice of truth, even by the swerving of a hair's breadth.

Down to the close of his life he manifested a lively interest in the success of the common-school system, attending Teachers' Institutes in the county where he lived, and acting as presiding officer when upon the verge of eighty. In 1861, the Normal School at Edinboro', Erie County, was recognized and adopted by the State. Dr. Burrowes, who was then Superintendent, appointed his old friend and associate of a preceding generation, as one of the inspectors. Though then at the age of eighty-three he accepted the appointment, and made that long journey of more than five hundred miles by rail and stage, in going to the school and returning to his home, with the alacrity and pleasure of a boy of sixteen. And when he appeared upon the platform of the great hall of the Institute, in the

presence of a concourse of upturned faces, it could but excite tears of gratitude, that his life had been almost miraculously lengthened out to see the day when a great institution devoted to the preparation of common-school teachers, a crowning feature of that system, should be inaugurated upon a spot which was an unbroken wilderness when the law was originally passed in his administration. The following report of his remarks on that occasion is given in *The Pennsylvania School Journal* of that date: "Having referred briefly to his own course in relation to the cause of education, while Governor of the Commonwealth, he spoke somewhat at length as to his friend, the present Superintendent. The present generation could not appreciate what had been done; nor indeed, could the complete result be revealed in one or two generations. He himself had seen the inauguration of the system of free common schools, and had witnessed some of its fruits; but he could not hope to live to behold the rich harvests which he had faith to believe were yet to be reaped from it. He commended the location of the buildings,—and of the grounds, so beautifully adapted both for ornamental and useful cultivation. He could well credit Mr. Taylor's statement, that this was a few years ago a wilderness, for we could still see the stumps on every side. A very few years would see this the most attractive spot in Western Pennsylvania."

Governor Ritner always regarded his connection with the school system with singular satisfaction, and viewed the consummation of its adoption as the crowning glory of his administration. Even the progress which was made during the three years in which he occupied the chair of state was a subject of congratulation, which he thus presents in his last Annual Message to the Legislature: "The condition of the means provided by the State for general education is so flourishing that little is required to be done by the present Legislature. Within three years the permanent State appropriation to this object has been increased from $75,000 annually to $400,000. Nor will this large outlay have been without its fruits. Instead of seven hundred and sixty-two common schools in operation at the end of the year 1835, and about seventeen academies (the latter in a state of almost doubtful existence), with no female seminaries fostered by the State, she has now five thousand common schools, thirty-eight academies, and seven female seminaries in active and permanent operation, disseminating the principles of literature, science, and virtue over the land. In addition to these, there are many schools, academies, and female seminaries of a private character, equally useful and deserving in their proper sphere."

Secretary Burrowes, *ex-officio* Superintendent of Common Schools, in his report to the Legislature at the same time that this message was delivered, pays the following just tributes: "The undersigned cannot close this report without bearing testimony to one fact alike honorable to the State and advantageous to the system. In his whole experience the blighting touch of party politics has never been detected upon it. All seem to forget their every-day differences, and to meet unitedly on this, as on a Sabbath ground of devotion to the public good. In no station of life has this right feeling been more obvious than among those in power. When the agitating divisions of the day shall have sunk into comparative insignificance, and names be only repeated in connection with some great act of public benefaction, those of GEORGE WOLF and JOSEPH RITNER will be classed by Pennsylvania among the noblest on her long list; the one for his early and manly advocacy, and the other for his well-timed and determined support of the FREE SCHOOL."

STEVENS HALL AT PENNSYLVANIA COLLEGE.

Previous to his appearance as an advocate of free schools in the Legislature, Mr. Stevens had shown his interest in education by securing, in 1834, a generous appropriation from the State in aid of Pennsylvania College, established a short time previously in his adopted town, in spite of the opposition of his colleague in the House of Representatetives, and against the protest of many of his warmest and most influential friends at home. When this bill was before the House, he made a speech which the editor of the Harrisburg *Telegraph* at the time said "was one never excelled, if ever equalled in the hall." In remembrance of this good act, and for other favors of a private character, one of the finest buildings now connected with the College is named Stevens Hall.

On the tenth day of March, 1838, Mr. Stevens made a second speech in the House of Representatives on an educational question, in favor of a bill to establish a School of Arts in the city of Philadelphia, and to promote the acquisition of useful knowledge by endowing the Colleges, Academies, and Female Seminaries of the State. This speech was more eloquent, polished, and scholarly than his former one, if less pointed, forcible,

and severe. The bill he advocated was passed by the House, but subsequently reconsidered and defeated; but that part of it relating to the endowment of higher institutions of learning was later in the session attached as an amendment to an Act relating to common schools, and became a law. It was the most comprehensive and liberal measure of the kind that has ever been enacted by the Pennsylvania Legislature.

SPEECH OF MR. STEVENS IN 1838.

MR. SPEAKER: It requires a good deal of courage, or rather insensibility, to address the House in an afternoon session of a sunny day. Yet, although the reasons in favor of this bill have been well and ably urged, and although the objections have been rather insinuated and hinted at than urged, yet I cannot help fearing that there is more hostility to the bill than it merits. I consider it as the most important proposition, and one most worthy the serious and candid consideration of this House, of all that have yet been brought before it—one which, in my judgment, more nearly concerns our honor, and the interests of this great Commonwealth, than any other that can be brought before it.

I think it is generally admitted that within the last few years, Pennsylvania has acquired more honor by her legislation upon the subject of education, than she had ever done before; and I cannot help believing—that those under whose auspices that legislation took place, will be gratefully remembered in after times; and that the name of the Governor, who—fortunately, I admit, for the honor and interests of Pennsylvania, gave place to the present firm, intelligent and independent Executive—when the faults and follies of his party politics shall have been forgotten, will stand out prominently and honorably upon the records of time, as a great benefactor of the human race, for his bold, manly, and persevering efforts in favor of education. I trust I may say this much in justice, without the imputation of flattery. That gentleman's political sun has set forever. Power, patronage, and official favor, will never again, to any great extent, be dispensed by him. Now flatterers and sycophants would rather shun and reproach, than approach and applaud him.

But I trust that political prejudice and party rancor will never be permitted to do permanent injustice to meritorious actions. For it should be remembered that the life of public men is a life of calumny and misery. When, therefore, they have retired, let their good deeds be inscribed on tables of brass, and over their errors be thrown the mantle of oblivion.

Great and creditable as have hitherto been the efforts of Pennsylvania in the cause of education, I trust she is not yet exhausted; but while she is only in the vigor of youth in her physical strength, she has not yet attained the maturity of manhood, much less the decrepitude of old age, in her mental energies; but that this legislature, and many future deliberative bodies here, will go on acquiring increasing lustre, by their efforts in favor of useful knowledge. The degree of civilization and intellectual cultivation of every nation on earth, may be ascertained, and accurately estimated, by the amount of encouragement which they give, not by individual contributions, for these only show private liberality, but by *permanent laws*, to common schools and common education, and to the higher branches of knowledge. Nor does it seem possible to separate the higher from the lower branches of education, without injuring, if not paralyzing, the prosperity of both. They are as mutually dependent and necessary to each other's existence and prosperity, as are the ocean and the streams by which it is supplied. For while the ocean supplies the quickening principles of the springs, they in turn pour their united tribute to the common reservoir—thus mutually replenishing each other. So colleges and academies furnish and propagate the seeds of knowledge for common schools; and they transfer their most thrifty plants to these more carefully and more highly cultivated gardens of knowledge. I am aware that there are many honest, highly respectable, and somewhat intelligent gentlemen here and elsewhere, who, while they fully appreciate, and frankly acknowledge the advantages of common schools, doubt or deny the utility of the higher branches of learning.

Mr. Speaker, this subject demands careful examination and candid argument, and in that spirit, I trust, we shall meet it. And I believe that a little careful and candid reflection will convince gentlemen that in all their objections, they err. They object that colleges are schools for the rich, and not for the poor—that classical learning is useless in the common walks of life—that it is soon forgotten—that it tends to produce idleness by promoting pride and vanity; this is the argument of one gentleman here and of many elsewhere.

It may be true, that unendowed colleges are accessible only to the rich; but that shows the necessity of endowing them, and thus opening their doors to the meritorious poor. Extend public aid to these institutions and thus reduce the rate of tuition; in short, render learning cheap and honorable; and he who has genius, no matter how poor he may be, will find the means of improving it. It can hardly be seriously contended that a liberal education is useless to man in any condition of life. So long as the only object of our earthly existence is happiness, enlarged knowledge must be useful to every intellectual being, high or low, rich or poor—unless you consider happiness as consisting in the mere vulgar gratification of the animal appetites and passions. Then indeed that man, like the brute, is happiest who has the most flesh and blood, the strongest sinews, and the stoutest stomach. It may be true, and probably is, that the mere literal and verbal part of classic education is soon forgotten, especially in this country, where so few inherit sufficient wealth to raise them above the necessity of constantly following some business to provide for themselves and dependent families;

but the impressions which it makes—the noble principles which it inspires—can never be erased from the mind. Besides, it tends to develop the mental faculties and give them a strength, solidity and energy which they could never otherwise acquire; just as you see workmen build a massive and high arch over a wooden frame, without which they never could have reared and united it—yet when it is united and becomes dry, it not only retains its shape, but it is capable of sustaining any amount of superadded useful weight, although the wooden framework is rotted away or removed.

Never was there a grosser or more injurious error than to suppose that learning begets pride. Ignorance is the parent of pride and disgusting vanity; he only has censurable pride, who has too little knowledge to know that he is himself a fool. But he who has long and arduously labored up the hill of science, and then found himself but standing upon the threshold of her temple—who, after a toilsome, and perhaps successful examination of the works of nature and of art, discovers that he has scarcely yet entered upon the confines of the inimitable works of an omniscient artist, will surely find nothing in his own weak, blind insignificance, to flatter pride or foster vanity. It is the illiterate, ignorant, senseless, witless coxcomb that struts and fumes, proud perhaps of his ignorance, himself, his baubles, and his folly.

Sir, I trust I need add nothing more to show the advantages of a liberal education. I believe that the proposed permanent mode of providing for the higher institutions of learning, is more useful to the cause of science, and more economical to the State, than the present uncertain mode of appropriations by the Legislature. In times of high prosperity these institutions can maintain themselves; but when the country is overtaken by seasons of adversity, which are inseparable from all communities, and more frequently befall Republics than any other nations, because their freedom of thought, action and speculation renders their course of policy and laws less stable and certain than in more despotic governments—these institutions are obliged to impose increased burthens upon their diminished number of students, or suspend operations. Men of good talents and high acquirements can with difficulty be found to embark their fortunes upon such uncertain foundations; those, especially, whose daily bread depends upon their daily labor, are entirely excluded; and thus these institutions lose the services of the most learned and industrious teachers. For it will be admitted, that those who have obtained their diplomas in defiance of poverty are more likely to be industrious and learned than their wealthy classmates.

It seems to me that true economy would be consulted by making appropriations small but permanent. The present sum proposed is so small as almost to make a Pennsylvanian blush to find it opposed. The thirty or forty thousand dollars, which is asked for all these institutions, is a less sum than you appropriate annually to keep in repair a single section of your canals, to be disbursed and expended by a single agent. Though we have appropriated less in all, to colleges and academies, than single institutions of other States are worth, yet some of our institutions have received in money and lands, I believe $50,000 or $100,000; and being thus full of funds for a while, they flourished in luxury, if not idleness, and neglected what was necessary for their future prosperity and preservation. But if the same amount had been sparingly, but permanently appropriated—combining the aid of Government with their own industry and economy, these institutions would have been perfectly prepared to meet the adversity of the times. They could have given a *certain living* to their professors, and they could have been assured, that their situations were permanent. This would add much to the cause of science, and equally, I trust every gentleman here will think, to the glory of the State. These institutions being permanent and prosperous, would reduce the price of education, and thus enable the aspiring sons of the poor man to become equally learned with the rich. Then should we no longer see the struggling genius of the humble obstructed, and as now, stopped midway in the paths of science; but we should see them reaching the farthest goal of their noblest ambition. Then the laurel wreath would no longer be the purchase of gold, but the reward of honest merit. Then the yeomanry of our country would shine forth in their grandeur, the proudest ornament of the nation. In the national workshops of science, the gem of the peasant would be polished till it outshone the jewel of the prince.

I am aware that the too great increase of the number of colleges is feared by some. I have no such apprehension. With a population increasing as fast as ours is—with a soil and a territory capable of supporting ten millions of inhabitants; with free schools to plant the seeds and the desire of knowledge in every mind; with discriminating parents to encourage and select those most anxious and best fitted for scientific acquirements, there is little danger that we shall have too many institutions for the education of our youth.

Why, sir, I trust and believe that the time is but just ahead, when our most barren mountains, now without inhabitants, shall swarm with a useful and industrious population, digging and converting into individual and national wealth, the vast treasures now buried beneath their surface. Then, the farmers of the valleys—those who are now called upon to aid in the cause of science and of arts—will be no longer dependent on a foreign market for the disposal of their produce; it will all be wanted to feed those inhabitants of the mountains who are, and must be, employed in disemboweling the earth of its treasures. With such a teeming population and such riches, there is little danger that we shall have too many schools, but rather that we shall scarcely find institutions enough to cultivate the youthful mind. But if there were danger, I think this is well calculated to cure the evil. That spirit of economy, I will not say parsimony, which usually governs Legislatures, would tend to restrain their multipli-

cation. Every institution that is hereafter chartered, would be entitled to receive the annuity fixed by this law. That would prevent the incorporation of any unnecessary ones. Now, any charter can be procured at first without any appropriation; but this may be continued till they are sufficiently multiplied to control the Legislature and procure lavish appropriations, to the danger of exhausting the treasury, if not of breaking in upon the common school fund itself. I hope this House will see that a permanent method of making appropriations is more useful to science, and more economical than the present mode. Surely it would be more honorable to our lawgivers, to deem such a subject as this worthy of a permanent place upon our statute books, than to leave it as it now is, with a cold constitutional recommendation, to the wayward care of fugitive legislation.

I cannot help fearing, from what we have heard from the gentleman of Venango, as to the inutility of learning, that there is in this community too great and growing an inclination to under-value classical knowledge. If we foster this disposition, is there not danger that in some future revolution of the condition of the world, the light of science will be entirely extinguished? When the barbarians made war, not only upon Rome but upon all learning, what and who preserved the arts and sciences and knowledge of antiquity from utter oblivion? Not common schools, and gentlemen of common education, useful as they are. During the long and gloomy period of the Dark Ages, they were preserved and fostered, and finally restored by liberally educated priests and learned monks; and if they did no other good, we owe the existence of science, as it now is, to them. This light of knowledge is so easily extinguished, and so hard and tedious to be rekindled, that it ought to be as carefully guarded, night and day, as was ever the sacred fire by the vestal virgins.

But ought we not to look beyond the present moment, and inquire into the effect which the arts and sciences are to have upon the posthumous glory of our country? Nations, like individuals, sport but a brief scene upon this stage of action, and then pass away into the oblivion of their own ignorance, or into that immortality which their civilization and intellectual cultivation have provided for them. Little as we think of it now, such will, perhaps, at no distant day, be the fate of this nation. And who does not desire his country to live in the memory of posterity? Does any gentleman think that we shall not, like other nations, feel the frost of time and crumble to decay? As surely as we can judge of the future from the past, the day will come when even civilization will leave us, and travel onward perhaps to some yet undiscovered country; or, having made the circle of the habitable globe, return, reoccupy and refurbish her ancient but now deserted habitations; when, perhaps, as an act of retributive justice, this fair soil shall be retrod by the foot of the barbarian, from which he has been, is being, and I fear will continue to be expelled by Christian treachery and robbery and murder; when your richest and proudest cities, though now gladdened and enlivened with the commerce of every clime, shall be like ancient Tyre, or modern Venice; when your vast system of improvements, which is now annually covered with the richest productions of the fairest land and happiest people on earth, shall be forgotten; when your canals shall be obliterated ditches, and your iron railroad, which for utility, put to blush the proudest inventions of antiquity, shall be less known and less used than are now the Flaminian or Appian ways of Rome; when these rich, fertile, lovely valleys, now literally flowing with milk and honey, shall be like the deserted plains of Palestine.

Is there any gentleman who thinks this an idle vision of fancy? Need I remind you of the trite but eloquent example of Troy, whose very name, and the names of the mighty men who did such mighty deeds of valor around and within her beleaguered walls, would now be unknown if they had not been given to fame by the learning of the Grecian bard? Her very site was a frequent and a fit theme of antiquarian argument.

If this allusion should be unintelligble to the opponents of this bill—if the writings of Homer should chance to be Greek to them—I pray them to consult their Biblical information, of which, I suppose, they would all be ashamed to be ignorant, and ask, what is now the condition of the once proud, populous, and powerful capital of Edom, whose armed warriors were the terror of surrounding nations. Till within a few years, for ten centuries, its very location was unknown to the civilized world, notwithstanding its former grandeur. It is true that discoveries have been lately made, that show us permanent evidences of her former greatness, that I fear we shall not leave behind us. You may now behold her houses, and palaces, and temples, and theatres, and tombs, more magnificent than the dwellings of many nations, cut with immense labor and ingenious art from the solid rock; there, to be sure, they may ever be seen, until, perhaps, the solid granite shall become fluid in the boiling crucible of the Almighty. It is true she is still surrounded by her rock-built ramparts; but they have not passed away with her population, only because they are the work of the Eternal Architect. But where are the descendants of those who once rendered vocal those halls, and palaces, and temples, and theatres? Naught remains of them but their empty tombs; no human voice now breaks the silence of that desolation. The owl literally dwells in the house of the rich man, and the dragon reigns in the palace of princes. Viewing such ruin as the doomed fate of nations, who does not desire to be able to look down this broad and desolating gulf of time, and amidst its destruction, behold his own country forever flourishing like the green and flowery oasis in the midst of a barren desert? Can any one be insensible to these motives? Is there a gentleman within these walls, is there a human being anywhere, whose tabernacle of clay is inhabited by a living soul, that does not anxiously desire to see the fair fame and noble deeds of his

native land, instead of being blotted and blurred by Bœotian ignorance, recorded in letters of living light, by the bright pen of the historic muse?

I am comparatively a stranger among you—born in another, in a distant State—no parent or kindred of mine did, does, or probably ever will dwell within your borders. I have none of those strong cords to bind me to your honor and your interest—yet, if there is any one thing on earth which I ardently desire above all others, it is to see Pennsylvania standing up in her intellectual, as she confessedly does in her physical resources, high above all her confederate rivals. How shameful then, would it be, for these her native sons to feel less so, when the dust of their ancestors is mingled with her soil—their friends and relatives enjoy her present prosperity—and their descendants, for long ages to come, will partake of her happiness or misery, her glory or her infamy?

How are we to secure for our country this great good—this meed of earthly immortality? Not by riches, which some gentlemen so highly value. Crœsus is remembered only to be despised. What was it that has given such fresh and durable renown to the comparatively circumscribed and barren territory of Athens, of Sparta, of all Greece? Not her wealth. Sparta was more renowned even for her poverty, than was ever the silken Persian with his heaps of gold. It was not her military grandeur; for, sir, great as she was in arms, she was still greater, and is more renowned, for her arts and sciences. Which will longest live—the name and the fame of Solon, or of the victors and victories of Marathon and Salamis? Which will soonest die—(if indeed either be destructible) the name of the law-giver of Sparta, or of his fellow countryman, the mighty captain of Thermopylæ? Whatever may be said of her deeds of patriotic valor, her true and lasting glory will ever be found in her civil institutions—in the wisdom of her laws, her academic groves, the schools and porticoes of the philosophers, the writings of her poets, and the forum of her orators. If we are not altogether insensible to such considerations, let us, in our humble way, do all in our power, not only to lay broad and deep the foundations, but to build the beautiful superstructure, and raise high the monuments of science. For, when everything else that belongs to this nation shall have yielded to the scythe of the destroyer, their smooth and polished surfaces alone shall withstand the rust, and bid defiance to the tooth of time.

Hitherto, we have considered this subject with reference to our temporary, or perhaps I ought rather to say, our temporal condition. But ought we not to look a little further to see it in its sublimest aspect? Inspiring to all generous minds as are these themes of earthly glory—degrading as is the miser's lust and dastard's fear, in subjects of this kind, yet it seems to me there is one still more ennobling view of it. And I trust it will not be deemed affectation in me, to suggest whether it be not worthy of, due to, and demanded by the dignity of the Legislature of a great and powerful State, to examine into the effect of liberal and enlarged knowledge upon the spiritual, the immortal part of man. If it be true, as I verily believe it is, that in another state of existence man starts from the same point of intellectual elevation which he may have attained on earth—forms his associations, his enjoyments, and his honors accordingly; if this world be but a state of probation for another and a loftier one, how anxious should we all be, so far as in us lies, to use every means to enlarge our souls, and make them fit companions for celestial beings—to elevate our intellectual statures, so that we may stand proudly up by the side of tall archangels? Is this, indeed, the high destiny of man, and shall we suffer ourselves to be degraded, and our souls cramped and shriveled by listening to cold, selfish, miserly calculations of the cost and the value of intellectual—of immortal greatness? What value has wealth, as was well asked by the gentleman of Allegheny (Mr. Watts), unless it be to afford the means of usefulness here, and of happiness and glory hereafter? Gold! Why speak of it? By the unanimous opinion of all decent men, how little, and mean, and despicable is that miser's soul who dotes over his barren heaps?

I have often thought, and wished that I was the owner or trustee of the whole mountain of Ophir. I would scatter its yellow dirt upon the human intellect, until, if there be one fertilizing property in it, every young idea should shoot forth with overshadowing luxuriance. But why do we seek arguments, to prove what ought never to be doubted—the high utility and glory of liberal learning? The necessity to do so contradicts the fondest theories of ancient philosophers. They vainly, it seems, believed that man would go on progressively from one degree of improvement to another, till he attained perfection.

When we compare the arts and sciences and knowledge which existed in antiquity, with those of modern times—the architecture and the sculpture of Egypt and of Babylon; the poetry, painting and eloquence of Greece and Rome, with those of modern Europe and America, we are humbled and mortified at our little advance in any, and inferiority in most of them.

To all reflecting minds, it must be a melancholy consideration, that in the middle of the nineteenth century—amidst the noon-day of the Christian era—we are compelled to raise our feeble voices in defence or in eulogy of that cause which long ages ago was rendered immortal by the verse of Homer and the polished prose of Cicero.

> "And must this theme so long divine,
> Degenerate into hands like mine?"

Will any gentleman urge, that any sum, much less this paltry trifle, is too much for such a high, and lofty, and glorious object? Have we not long enough drunk of the bitter waters of avarice and ignorance? And shall a sweeter draught never be presented to us? Yes. Let us go on to exercise the same liberality in this respect that has characterized Pennsylvania in

every other, and we shall soon see the little fountains, scattered by our creative hands over this great State, sending forth perennially, forever their sweet rivulets, till this whole Commonwealth shall become one mighty ocean of Pierean waters. Then will have arrived the true, genuine, the only real intellectual millennium. Would to God we could all live to see its full fruition; but that may not be. Life, at best, is but a span—a few more worthless days, and death's arrow will have touched the youngest and stoutest among us. But, if that happy period should be reserved for posterity, let us do all in our power, and by our present acts give an earnest assurance that it will speedily arrive and the pleasing anticipation of it will be sufficient consolation for me, and I trust for all of us, amid whatever perplexities we may be doomed to encounter, during the brief period of time yet allotted us upon this little, despicable earth.

I owe an apology to you, and to this House, for thus long detaining you from that rich intellectual banquet which, I trust, every man here is about to partake of, by voting for this noble bill, so honorable to ourselves, and so useful for long ages upon ages to come—to civilized, cultivated, intellectual man.

FROM A LETTER OF MR. STEVENS.

Mr. Stevens never took an active part in the practical work of education, but none were more pleased than he at any movement that promised substantial progress to a cause that was always near his heart. The following extract from a letter dated August 10, 1864, to a lady in Gettysburg, who had sent him, in acknowledgment of his efforts in behalf of free schools, a cane made of relics collected in the battle-field at that place, evinces his high regard for the free school system of the State, and the pride he felt in having aided in establishing it:

You speak gratefully of my efforts in favor of free schools. I have been some thirty years in public life. When I review all the measures in which I have taken part, some of them very important, I see none in which I feel so much pleasure, perhaps I may be excused for saying pride, as the free school system of Pennsylvania. When I entered the Legislature about thirty years ago, there was not a school in any part of the State where the children of the poor could acquire common education without recording themselves paupers, and being recognized and treated as such by their fellow students. Few availed themselves of these odious conditions, and the poor man's child was doomed to ignorance. Now there is no obscure, barren spot within the broad limits of Pennsylvania, where the children of the rich and the poor do not meet in common schools on equal terms. He who pays his tax, however small, has equal rights to a useful education with those who pay a hundredfold more. Although Pennsylvania started late, I believe a quarter of a century more will see her children as universally and as well educated as those of any State in the Union. You probably give me too much credit for the establishment of the benign system of public schools; but I think I may without arrogance admit that my efforts contributed something to its creation and preservation. As the mother of eight children you thank me for it. Such thanks, while I am living, and if I could hope for the blessings of the poor when I am no more, are a much more grateful reward than silver or gold.

ADDRESS ON MUSIC.

BY DR. E. E. HIGBEE.

CALLED to address an audience convened for the purposes which you have in view, it will be expected that we should select a theme corresponding to some extent with the objects for which you have come together. This we the more gladly do, inasmuch as all the scenes of home and childhood are still filled, for memory, with the breathing melodies of old ballads, sung by a mother's voice, and with a mother's love; this we the more gladly do, because along the whole pathway of our past life, the echoes of old unforgotten airs linger like thoughts of home and country in an exile's heart. The theme, therefore, which we have selected, is Music, its nature, and the office it is to perform in the family and in the church, and would that time and ability were ours to rightly reveal the depth and force of that which, from the infancy of the world to its present age, has formed such a wondrous history of effects both for good and for evil; but in view of our inability, we have the consoling thought that you will make up such deficit by your own superior execution of your part of the programme.

For the purposes of thought, we can in the way of analysis separate the intellectual and practical in our nature from the æsthetic. The first, pertaining to the intellect, constituting the empire of *thought;* the second, pertaining to the will, making the empire of *act;* the third, pertaining to tne feelings or emotions, the æsthetic, forming the empire of *art.* Under this last empire we find the province of Music. Of course severe *thought* is necessary to originate and comprehend the *science* of music, and *will* is requisite to rightly *execute* it; yet, separate from the *science* on the one hand, and the mere mechanical *execution* on the other, music is the spontaneous outgoing of our emotional nature; it is feeling, fresh and vital in the soul, taking outward

form for itself in the almost *spiritual* material of sound; it is the utterance, under such form of sense, of the beautiful in *sentiment* and aspiration which fills the heart, and thus gushes forth like crystal waters from the overflowing fountain. Hence it belongs to the region of the *fine arts*, where the appropriate work of genius is, to give *formful* expression to the beautiful as it lives with all its ideal fullness of content in the soul.

The creations of genius in the fine arts are addressed chiefly, if not exclusively, to the two senses of sight and hearing. These, indeed, form the two channels through which the beautiful without, whether in art or nature, comes into contact with the power which appreciates it within; and hence works which are addressed to the appreciation of such power, must be clothed with forms answerable to the two senses just mentioned—with forms of color or figure, and forms of sound. To this latter class of works belong Music and Poetry.

Music is the outflowing of the feeling heart; poetry, both this and the harmonious utterance of thought. Music gives *body* to *emotion* and *sentiment*, and with their power thus made tangible as it were, it penetrates the soul, awakening the depths of feeling and affection, and thereby leading the spirit into sad or joyful communings with itself, or into wondrous and visionary excursions into the vast past of its hopes and loves, or into the vaster future, that lies before it like a far-off landscape in the evening twilight.

Music employs *sound;* poetry, *speech;* the former, *vague* and *impressive;* the latter, *definite* and *expressive;* the one, full of feeling, struggling toward thought and language; the other, adding to language already filled with feeling and thought the ideal charm of harmonious measure; the one makes us tremble and glow, as the sounds sweep immediately over the chords of our affections, awakening sentiments of joy or grief; the other transports us into the free and boundless realm of imagination, to tremble and glow as the mind gathers thought upon thought to kindle therewith flames upon the altars of both heart and head; the one moves, now as a quiet stream winding at its own sweet will, and now like the rapid torrent dashing through its rocky channels; the other spreads out before us the vast ocean of the beautiful in act and thought as well as in sentiment, now reflecting the glorious vault above, now moving along the beach with melodious footsteps, and now rushing with mighty roar before the howling tempest.

Music, then, is the work of that creative power which gives expression to the beautiful of *sentiment*, in the forms of sound intelligible to our feelings, and only in this way becomes the medium of either suggesting or conveying thoughts. Its effect is immediate upon the heart. It is a spirit moving over the deep waters of emotion, forming ripples and waves, and saying, at will, to the storm it has created—"Peace, be still." No one can fail to have felt this power, who has at all the capacity of right appreciation. It needs no complicated oratorio to awaken it. The simplest notes can start a thrill of delight, or open the deep-sealed fountain of griefs and tears. The Swedish Nightingale can heave the bosom with the simple, yet touching notes of "Home, sweet home;" the Highlander of Doric Scotland can awaken in the peasants' hearts the heroism of Wallace and Bruce, as his bagpipe pours out the simple "Hey, tutti, tutti," of old Caledonia. Even a strain will bind the heart in a "chain of linked sweetness" and move the whole world of feeling into strange melody. You all recollect Shakespeare's beautiful thought in this connection:

> That strain again . . . . . .
> O it comes o'er my ear like the sweet south
> That breathes upon a bank of violets,
> Stealing and giving odor.
>
> [*Twelfth Night.*]

And the equally beautiful one of Milton:

> Sure something holy lodges in that breast,
> And with these raptures moves the vocal air
> To testify his hidden residence;
> How sweetly did they float upon the wings
> Of silence, through the empty-vaulted night
> At every fall smoothing the raven down
> Of Darkness till it smiled. [*Comus.*]

Music, then, has *power*, as thus defined—power over both thoughts and acts, for it moves the very deeps of our emotional nature; power over the learned and unlearned, the high and low, for it strikes a chord which can be made to tremble in every soul. The mournful wail of sadness, the piercing shriek of agony, the joyful chorus of mirth, the fiery rush of passion, the gentle whispering of love, the moving fulness of life, the silence audible of death, now combined and now separate, as wrought by genius into creations of beauty and pealing forth from instruments, or breathing life-like from sweet lips and heaving bosoms—these all, thus moulded and expressed, must and will penetrate the deep foundations of nature within us. And yet this is

not all the power involved in the nature of music, for it strives to embody the full ideal of that beauty which dwells in that universe of sounds which consciously and unconsciously rise up from earth like incense of praise to God. Inanimate nature seems to be in the circle of its influence. The old fable of Orpheus has some truth, and as Milton says, the shepherd's

> Artful strains have oft delayed
> The huddling brook to hear his madrigal,
> And sweetened every muskrose of the dale.
> [*Comus.*]

From what has now been said we can easily see what office music should perform in the family. The family is the home of our earthly affections—the sacred garden where emotions germinate and grow into bloom—the fountain, whence the purest and strongest sentiments of our natural life can flow. It is a condition in which we are placed by the necessary relations of our life, and as such it is one which God has originated, and which, therefore, demands our serious and continuous attention. Home should not only be the place of obedient and benevolent acts of will, the place of intellectual nurture and discipline, but also the place which the beauties of art should adorn, where the "fair humanities" should reign, and where the ennobling sentiments of the beautiful should be cherished, that the attention of the household may be drawn from the grossly sensual, to the supersensuous and ideal. Music, then, when true to its nature, as giving form to, and suggesting thereby, *sentiments* which are as beautiful and as true and as good as acts or thoughts, through the medium of sounds, which equally delight childhood and age—music, then, we repeat, should bind the fire-side circle together with links of sweetness, and in the little beating hearts of the playful boy and the modest maiden should be

> Untwisting all the chains that tie
> The hidden soul of harmony."
> [*Milton. L'Allegro*, 143-4.]

But time will not allow us to dwell longer on this part of our theme. We hasten to the last, yet not least important head—the office which music is to perform in the Church. Here the "sphere-born harmonious sisters, Voice and Verse, wed their divine sounds" in divinest praise. If music be, as we have said, a legitimate element of our aesthetic nature, a legitimate creation of genius, it should be consecrate to God, as all the rest of our powers should be. *Man in art* should bow the knee before God, as well as *man in thought* or *man in act.* God demands the service of our whole being, not only the service of our wills and of our intellects, but also the service of our acts of taste—the service of those powers which originate the world of art. And here we must be allowed to say that music is especially qualified to elevate us toward the infinite and spiritual. Sound in itself is almost spiritual. The spirit is like a wind—we hear the *sound* thereof and yet *know not* whence it cometh or whither it goeth. Sound is not language: that is fixed and definite. Sound is not an object to be seen or handled and thus measured in relations of space; it is a vibration without and within, an almost spiritual body of rapid motion, whose only habitation is time. Hence music, using entirely such material, is so well calculated to both express and awaken religious sentiments, which, though not indefinite, are yet entirely unconfined to the regions of things seen, and reach far away into the infinite and eternal. When the heart, then, is filled with those pure and holy sentiments which are impossible save by the living breath of the Holy Spirit within, music becomes, as it were, a prayer of thankful adoration, and upon its wings, as by a gentle dove, the spirit is borne from earth toward God and Heaven. The thought we have here in our mind, has been beautifully expressed by the great French philosopher, Cousin: "Music excels in transporting to the feet of eternal mercy, the soul trembling on the wings of repentance, hope, and love. Happy are those who have heard the melodies of Leo, Durante, and Pergolese, on the old consecrated text! They have entered heaven for a moment, and their souls have been able to ascend thither without distinction of rank, country, even belief, by those invisible and mysterious steps, composed, thus to speak, of all the simple, natural, universal sentiments, that everywhere on earth draw from the bosom of the human creature a sigh towards another world!"—(Lectures on the True, the Beautiful and the Good.)

Music, then, has an office to perform in the worship of the Church—which is God's family, God's household. Through it, the pentitent, yet joyful hearts of the faithful give utterance to their own overflowing contents. Through it, the feeble lispings of our faith join with the glorious tones of the golden harps above, circling the throne of mercy and of grace rejoicing. Through it, our hopes and fears, our joys and griefs, our all of religious sentiments, go up and

kneel down before the Most Holy One. The truth of this has been felt in every age. At creation "The morning stars sang together and all the sons of God shouted for joy." Only in captivity by the Rivers of Babylon did the Israelites hang their harps on the willows. The shepherds by night heard the angels announcing the birth of Emmanuel with the majestic anthem, "Glory in the Highest;" and since then, to this present hour, Music and Poetry have bowed together at the altar of God and offered up their joyful and obedient homage; and so they will continue, till within the pearly gates of eternal day, the songs of Moses and the Lamb shall echo forever. But we must not trespass on your time longer, and will end with the prayer that we may all

Keep in tune with Heaven, till God ere long
To His celestial consort us unite,
To live with Him, and sing in endless morn of light.

WHAT IS A NORMAL SCHOOL?

SOME time ago a gentleman, while lecturing before a Teachers' Institute, made a statement that "while there are several very excellent schools in Pennsylvania that are doing Normal work, there is no real Normal School in the State." His idea of the preparation of teachers—and it is by no means an uncommon one among educators of a certain class—is that academies, seminaries, colleges, and other schools are to prepare teachers by qualifying them in the branches they are to teach, and that afterwards they are to attend a school to learn how to teach these branches, and that the school they attend for this purpose is the ideal Normal School. Is this the correct view? Let us see.

All will agree that Normal Schools are not established for the purpose of imparting a general education to their students, but for a special end, as are medical colleges, military academies, polytechnic schools, etc. The object of the medical college is to prepare persons for physicians; of the military academy, army officers; of the law school, lawyers; of the Normal School, teachers. But the course in a medical college is not limited to the mere discussion of how to practice medicine, followed by practice in a hospital. It embraces those studies which lead up to the practice of medicine, or which bear upon the practice, including the whole science of *materia medica*. Nor is the training at a military school wholly upon the application of the principles of war, with an occasional dress-parade or sham battle. A rigid course of mathematical and scientific instruction is insisted upon in order that the young lieutenant may be able not only to point his gun according to the laws governing the velocity and course of projectiles, but also to understand these laws, and if necessary to derive them. Is the Normal School to differ from all other technical schools? Is it not to be allowed to deal with the subjects that bear upon the teacher's work, but only with the way in which these subjects are to be used? The physician uses drugs, and the medical college is expected to teach the embryo physician the nature of drugs, as well as their use. He tries to cure fevers, and the medical school is expected not only to teach him how to treat these diseases, but also their nature, cause, etc. The teacher teaches children arithmetic, geography, history, science; and the function of the Normal School is to lead the embryo teacher to understand the child and the branches to be used in educating the child, as well as the manner in which they are to be used.

This view, both rational and necessary, marks out the work of the Normal School in harmony with that of other technical schools. In other words, *a Normal School is a school established for the scholastic and professional preparation of teachers.* Any other view tends to lower the worth and dignity of the profession of teaching by lowering the standard of scholarship, as an examination of the results of the work done by schools whose sole object is instruction in the principles and practice of teaching, fully proves. Some higher schools might qualify persons scholastically for the work of teaching, though experience proves that many of their students seem to be educated away from the child and from the branches with which the teacher of the child must deal.

In most cases, however, the scholastic preparation would be superficially made, if for no other reason than because there is a marked difference between learning a branch for the use to be made of it in business or in every-day affairs, and learning it for the purpose of using it in instructing others. If it is not true that the school established to teach persons to teach others, is the only school in which the branches of study can be properly prepared for teaching purposes, it is true that such a school is the best school in which to do this, and that work of this kind is legitimate Normal School work.

Given, therefore, to young men and young women who desire to become teachers such an education as may be obtained in a good public school, it is the duty of the Normal School to fit them scholastically and professionally for their chosen work.

In our own school the spirit of the teacher's profession permeates all our work. Even without the purely pedagogical department, the student would learn much of the art of teaching from the work done in the various branches. And when this is complemented by classes in the science of pedagogics, history and philosophy of education, methods of teaching particular branches, school management, to which are added a course of observation lessons and a year's practice-teaching in a well-appointed model school, it may be said that the true Normal School is at least approximated, and a well-rounded preparation for the teacher's work in the public schools of the State is successfully attempted.—*Normal Journal, Millersville, Pa.*

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, FEBRUARY, 1891.

"Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'." *Scotch Farmer.*

CONVENTION OF SUPERINTENDENTS.

A Convention of County, City and Borough Superintendents will be held in Philadelphia, on Thursday and Friday, February 26 and 27, in Association Hall, corner of 15th and Chestnut streets. The meeting will be called at 2. p. m., Thursday.

Among the subjects that will be discussed are the following: Teachers' Examinations and Certificates, County Institutes, Local Institutes, School Saving Banks, Courses of Study, School Architecture and Manual Training.

Time will be given for miscellaneous business and such other subjects, in addition to those named above, as shall be presented in the Convention.

Let every Superintendent make such arrangements as will insure his attendance at this meeting.

The National Convention of Superintendents will be in session during Tuesday, Wednesday and Thursday of the same week, in the same building, making it convenient for those present to attend both the State and the National Convention. Arrangements for hotel rates and excursion tickets will be made, if possible, and timely notice given.

D. J. WALLER, JR.
Supt. Pub. Instruction.

GIVE to Philadelphia the week following Washington's Birth-day, which falls this year on Sunday. We trust that every School Superintendent in Pennsylvania, who can do so, will make arrangements to be present at the National Meeting of Superintendents, which convenes on Tuesday in the fine Hall of the Young Men's Christian Association on Chestnut above Broad street. This will be followed on Thursday afternoon and Friday by a Convention of the Superintendents of Pennsylvania. We hope for much in the way of practical result from this meeting, which is called for our State officers at this time and place so that profit and interest may be combined in as great degree as possible.

THE student of our educational history must always find especial interest in the historic speech of Thaddeus Stevens in 1835, which prevented the repeal of the school law enacted in the preceding year. From this and the speech of 1838, both of which are given in the present issue of *The Journal*, —and each of which came hot from the brain and heart of Mr. Stevens—might be taken rare examples of sustained and impassioned eloquence to enrich our school readers and speakers for declamation day. Here in thought and diction is much that cannot become too well known in the advanced reading class or upon the school platform—much that stirs the blood, and can never degenerate to the level of the commonplace.

THE best book on the subject that has ever been published is the "Arbor Day Manual," by Prof. Chas. R. Skinner, Deputy State Superintendent of Public Instruction of the State of New York. It comprises 456 large octavo pages, with numerous illustrations, and is filled from cover to cover with choice selections on trees, forests, flowers, and kindred subjects. Seventy or more pages are given to Arbor Day music, nearly all of it arranged in four parts, and all of it appropriate to the day. Here the music of many an Arbor Day programme may be selected. Full specimen programmes are also given, both such as are suggestive and others that have been used. We should all be interested in Arbor Day, and this most valuable book, which is advertised elsewhere in this issue of

The Journal, is a *vade mecum* for superintendents and teachers, such as they would appreciate "on sight."

THE Department of Superintendence of the National Educational Association will be in session in Philadelphia, February 24th, 25th and 26th. The leading papers and addresses will be by William T. Harris, U. S. Commissioner of Education: The National Educational Association; its Organization and Functions. George William Curtis, Chancellor of the University of the State of New York: The Public School and Civil Service Reform. Oscar H. Cooper, Superintendent of Schools, Galveston, Texas: Universities and Schools. Frank Abon, Teacher of Drawing in Public Schools, Cleveland, O.: The Highest Office of Drawing. N. C. Dougherty, Superintendent of Schools, Peoria, Ill.: The Compulsory School Legislation of Illinois and Wisconsin. William E. Anderson, Superintendent of Schools, Milwaukee, Wis.: Qualification and Supply of Teachers for City Public Schools. Henry Sabin, State Superintendent of Iowa: What Present Means are Available for the Preparation of Teachers for their Work? James MacAlister, Philadelphia, Pa.: Art Education in the Public Schools. George H. Martin, Agent Massachusetts State Board of Education: Compulsory Education in Massachussetts. State Superintendent Andrew S. Draper, of New York, is the active president of the Department, and is doing all that is possible to insure a profitable meeting. The programme is a good one.

The attendance of our Pennsylvania Superintendents will be large, especially so from the fact that a meeting of these officers is called immediately upon adjournment of the National Convention, and in the same hall of the Association building, on the corner of Fifteenth and Chestnut streets. The subjects to be presented for consideration are named in the call given upon the preceding page, and it is hoped that every Superintendent will be in attendance.

THE selection of Prof. James M. Coughlin as Vice Principal of the Bloomsburg State Normal School brings a good man to that position. He served for twelve years with marked ability as County Superintendent of Luzerne county, and is well known in many parts of Pennsylvania as an Institute instructor of ready tact, broad views, good judgment, and practical common sense. We congratulate Prof. Coughlin and the Bloomsburg State Normal School.

THE annual session of the Pennsylvania State Teachers' Association will be held at Bedford on Tuesday, Wednesday and Thursday, July 7th, 8th and 9th. Prof. H. W. Fisher, former Superintendent of Bedford county, now Principal of the Washington Schools, of Pittsburgh, is the energetic Chairman of the Executive Committee. He is a man all over—quick, resolute, fearless, of good scholarship, excellent judgment, wise purpose, active in business affairs—and he, with his very competent associates on the committee—Prof. M. G. Brumbaugh of Huntingdon, Miss Elizabeth Lloyd of Newtown Square, Supt. Jos. S. Walton of Ercildoun, Chester county, and Prof. Geo. W. Hull of the Millersville State Normal School—will do all that can be done to make the meeting one of the best in the history of the Association. The Bedford Springs are of themselves an attraction, and the geographical location of the place is such that it can readily be reached from all parts of the State. We look forward to a grand meeting at Bedford—one good to attend and profitable to remember.

IT is asked repeatedly since January 1st whether additional contributions will yet be received to the Dr. Higbee Memorial Fund. Yes, and welcome! The Committee are of opinion that much good has resulted from this Fund in many ways. When their work began they thought it could be ended by New Year day, 1891; but the evidence on every hand of a deep, wide-spread, and wholesome interest is such that they do not now feel at liberty to put a period to it in any way. They think it should be carried forward until merged into the Dr. Burrowes Memorial, to the yet greater benefit and honor of the State.

THE *Evening Post* of New York says: "Philadelphia is determined not to let her good things fail for want of a first-class man, and is attempting to secure the services of the superintendent of Springfield, Mass., Mr. Thomas M. Balliet, than whom a worthier successor to Mr. MacAlister probably could not be found. Mr. Herbert Welsh of Philadelphia was in Springfield last Friday on this errand, and although an offer has not yet been formally made, there seems little doubt that it needs only the word of Mr. Balliet to bring it. The salary of $5,000 is an increase of only $1,500 over that paid in Springfield, but salary is not what such men as he are looking for; they want only chances to work and to show what can be done by sensible and thorough methods,

and Philadelphia is too tempting a field for the Springfield people to be in a hopeful frame of mind over the prospect of Mr. Balliet's removal. The Board of Education in Philadelphia consists of thirty-five persons appointed by the judges, and it is understood that there is no reasonable doubt of their willingness to secure the services of the Springfield superintendent, if they can get him."

We do not know whether or not Supt. Balliet has declined, though we have seen it so stated. But we are proud to know that the great city of Philadelphia goes to Massachusetts to invite a son of Pennsylvania back to his native State, a gentleman who was but lately one of our best county superintendents. We congratulate Mr. Balliet.

In Concord Cemetery in the city of Lancaster stands a Roman tomb of granite to the honor of Thaddeus Stevens. In Woodward Hill, an attractive spot on the banks of the Conestoga, a beautiful tomb of Italian marble of the same general design marks the last resting-place of James Buchanan, a President of the United States. The Memorial Committee would be glad to see a tomb of granite of somewhat similar design to that of Mr. Stevens, but of more massive proportions, over the grave of Dr. Thomas H. Burrowes in St. James churchyard, in the very heart of the city. These three tombs will be the most noted in Lancaster, it may be, for hundreds of years. It has also been suggested to the Committee that the meeting of the Pennsylvania State Teachers' Association for 1892 be held in the city of Lancaster, and that upon that occasion the tomb of Dr. Burrowes be formally dedicated with appropriate exercises. The State will, we think, fall in cordially with this timely suggestion, and we will give it all the support within our power. Lancaster will do her full share in this Memorial work.

The editor of the *Ohio Educational Monthly*, Prof. Samuel Findley, has during the last two or three years been giving instructions at our Pennsylvania Institutes. Last year he spoke of them with strong approval. This opinion is somewhat modified on better acquaintance. We quote as follows from a recent issue of the *Monthly:*

We have heretofore expressed the opinion that the Institute in Pennsylvania is on a higher plane than Ohio institutes. This we still think is true: but later and wider observation has modified our impressions somewhat. Pennsylvania has greatly the advantage in point of efficiency of organization and in the means of securing the attendance of the teachers, and the high character of the evening lectures popularizes the institute to an extent unknown in Ohio; but our impression now is that the average institute in Ohio is more helpful and profitable, in the direct line of their work, to the teachers who attend, than is the average Pennsylvania Institute. Such close, practical, helpful instruction as we often hear in Ohio is almost impossible in Pennsylvania, and is rarely attempted, as far as our observation goes. The mass is too large and unwieldly for that. No such thing as genuine teaching or free and full interchange of thought seems practicable. The instructors talk, the teachers listen more or less attentively according to the success of the instructors in being entertaining. Thus, out of the completeness of mechanism and efficiency of organization seem to grow the chief obstacles in the way of attaining the best and most practical results. An English writer who visited schools in this country a few years ago, said in his report that much of the teaching he saw was in a sense too good. The very excellence of the schools became an element of weakness. An impression something like this is left on our mind after attending institutes in seven or eight counties in different parts of Pennsylvania. The organization and general management are admirable, and there is much of uplifting and inspiration, and if there could be added a little more of the element of practical helpfulness for those who most need help, the ideal of excellence would be almost reached.

It is not generally known to the educational public of the present day, that one of the most potent and important influences in starting the public schools of Pennsylvania, was the receipt from the National Treasury of the State's share of the surplus of 1836. This money came at a most opportune moment, and served a most valuable purpose.

In New York recently there died a modest man, Mr. D. B. Fayerweather, a leather dealer of large means, who bequeathed over two millions of dollars to some twenty colleges, and nearly a hundred thousand to different hospitals. We wish he had been a Pennsylvanian. and had known what good work our State Normal Schools are doing. He might then have begun the grand work of the endowment of these schools on a broad gauge plan. By codicils to his will executed a short time before his death, the payment of these bequests is, in a measure, put at the discretion of the executors, who are the lawyer that drew the will, Thomas B. Ritch, Esq., and two leather dealers in what is known in New York as "The Swamp." The same lawyer is said to have

drawn the will of Mr. Hoyt, the business partner of Mr. Fayerweather, who was also a man of great wealth, and, by a singular coincidence, the codicils appended to his will also put certain general public bequests at the discretion of the same lawyer, Thomas B. Ritch, at the same time giving him entire control of the money until it should be paid over as originally directed in the will. This Mr. Ritch handled the Hoyt trust fund in such utter defiance of the known will of the testator that grave doubts of the honest purpose of the man were expressed by those who knew the facts in the case. When Mrs. Fayerweather had learned of what had resulted from the "codicils" in the Hoyt will, she at once suspected sharp practice, and applied to the courts, not to have the will set aside but merely the treacherous codicils appended to it, so that her husband's generous bequests might be secured to the colleges named without risk of loss or miscarriage. "He that maketh haste to become rich" sometimes deserves to go to jail.

IN his annual report the Postmaster-General reviews the legislation of Congress for the improvement of the postal service, and dwells upon some improvements already made. In regard to a postal telegraph he says: "The swiftest mail is not fast enough in these days for all the needs of commerce and social correspondence. The conviction steadily grows upon me that the post office should do more than employ fast mails and stage coaches, and that the electric wires should carry letters; that the people who pay in postage rates the cost of the postal system have a right to the use of the postal plants as a means of reducing the cost of telegraphic correspondence, and for the instant transmission of postal money orders. We strain every muscle and nerve trying to gain an hour or two on this collection or that delivery. We worry the railroads with importunities for new trains or faster ones that shall save perhaps three or four hours. All the while its quickest service, by which electric letters might be transmitted, and whole days or whole nights be gained or saved, is kept out of the reach of the country's postal service. The postal service has proved itself able to manage successfully the telegraph business in connection with the postal system and as part of it. In one form or another the public imperatively demands cheaper telegraphy, and the Post-office Department can supply it at less cost than any corporation, unless the latter has rent, light, and fuel free, and carriers and clerks without pay. The postal service is the Government's kind hand, protecting and promoting the correspondence of its people, and communication by telegraph as well as by mail is essential to its best develment. The plan proposed for a postal telegraph is familiar to the public. There would be no outlay of money, no appointment of clerks, and no financial liability."

A LATE issue of the New York *School Journal* has a life-like portrait and sketch of Dr. E. O. Lyte, Principal of the Millersville State Normal School. He served as soldier and officer in infantry and light artillery during the War of the Rebellion, participating in several of the hard-fought battles of the Army of the Potomac, and still suffers from a wound inflicted by a bursting shell at the battle of Chancellorsville. Since the close of the war he has been student and teacher, continuously at work in the class-room, on the lecture platform, and as an author. The article to which reference is made adds: "In 1887 Dr. Lyte was elected Principal of the Millersville Normal School, for which, also as a member of the faculty, he had done so much. He at once instituted a series of improvements in the various departments of the school, which have placed it among the foremost institutions of the kind in the United States. The usefulness and fame of this great Normal school, so long recognized by educators throughout the country, have steadily increased under Dr. Lyte's wise and energetic management."

A QUESTION often asked and variously answered in these days is, "Does it pay to go to college?" We have not seen it better answered than in the words of Chauncey M. Depew, as follows:

Of course, if a man has not the "grit" in him, and the nameless qualities which make success, it is of little account whether he is educated or not. The question, as I understand it, is whether, with equal health, talent, energy, and special capacity for success, the boy who began sweeping the store or working in the shop at fourteen will beat in the end a boy who has the advantage of a college education. In other words, have the eight years passed in the preparatory school and the university, acquiring many things which would be useless in factory or store, been thrown away? My observation leads me to directly the contrary opinion. The college-bred man, under equal conditions of capacity and health, has a trained intellect, a disciplined mind, a store of information and a breadth of grasp, with the fearlessness which it entails, that enable him to catch up and pass his rival. The technical schools, whose useful-

ness is admitted, are proofs of this. Trained ability takes the lead; and the technical school gives, in a certain sense, a university education.

Hundreds of college graduates within the last five years have begun in the various departments of railway work at the bottom. They were firing on the locomotive, working in the machine shop, switching in the yards, keeping books in the treasurer's office, serving in the freight and passenger departments; and my observation of them for this period has demonstrated the value of a college education.

I never met a self-made man in my life who did not firmly believe that he had been handicapped, no matter how great his success, by deficiency in education, and who was not determined to give his children the advantages of which he felt, not only in business, but in his intercourse with his fellow-men, so greatly in need. It used to be a popular theory that strong men, who had won great places in the business world, would have been ruined if they had been educated. The better belief is that, on account of genius and special capacity, they succeed in spite of their disadvantages. It is the old question of the trained boxer, runner, athlete, debater, soldier, as against unskilled strength and courage. Whatever the popular delusions, in the trials there never has been but one result.

SUGGESTED LEGISLATION.

TRUE it is, that the developing life of our schools is the ultimate and paramount object of all individual and associated effort under our common school organization. But it is indisputably true also that that life is conditioned, favorably or otherwise, by the organic structure in which it is enshrined—the statute laws which created the schools and govern their administration.

We have at hand an illustration forced upon the public attention, of the injurious results which sometimes follow a very slight inadvertence in the preparation of a well-intended, but, as it has turned out, mistaken modification of the original law.

Let us premise: 1. That under the school law of 1854 County Superintendents are answerable to the State Superintendent to the extent of removal from office, if needs be, for incompetency or neglect of duty. This, where no subsequent legislation interferes, enables the State Superintendent to hold a firm hand upon the examination and licensing of teachers throughout the State, and thus maintain a high standard and correct any lax practices that might, from whatever motive, creep in in granting teachers' certificates.

2. The act of 1854 directed the examiner to give to each person found "*qualified*" a certificate, specifying the branches such person was capable of teaching; and but one form and grade of certificate was furnished by the School Department under the law. But it was soon found, under the deplorably bad condition of things at that early day, that very few persons were "qualified" within the meaning of the act; and as only such persons could be licensed as presented themselves for the purpose, and it was necessary to keep the schools open with such material, inferior though it might be, as could be had, thousands of certificates were issued to candidates far below the standard of "qualified."

The first remedy for this alarming evil was a decree issued by the School Department, limiting certificates to the county in which they were issued, to protect advanced counties having a high standard of qualifications from the intrusion of certificates issued in counties where it was very low. The second remedy was the adoption of a graded form of temporary certificate, good only for one term, or for a single year, thus enabling directors to see the applicant's exact range of qualifications, and furnishing a stimulus to improvement if he desired future employment. This arrangement was merely provisional, under the general power of the State Superintendent to construe and expound the school law, and prescribe forms for use in the administration of the school system; and this practice continued for some ten or twelve years, when, as we infer from the record, it was deemed advisable to shelter it under the wings of legislation. Hence the act of April 9th, 1867, which has been in operation ever since.

The radical defect in this act, by whomsoever drawn up, lies in the mistaken principle on which it was framed. Instead of authorizing and sanctioning provisional certificates, and prescribing their character, thus ratifying and confirming the previous practice, it is mandatory in its terms. It prescribes that provisional certificates "shall" be granted, instead of saying it "shall be lawful" to grant them—a distinction with a very great difference in the practical workings of the act. It first manacles the examiner, takes from him the large discretion with which he had previously been, and should continue to be, clothed, and takes away the responsibility and power which should be essential attributes of his high office. The second, if used in the act, would have left him free to issue provisional certificates whenever necessary to supply the schools, but would not have required him to

issue them against his own better judgment and the best interests of the schools, nor to issue more certificates than were needed to supply the schools of the district at the time of the examination, leaving him free to certify only those who were best qualified, and to reject the rest. In effect, the result of that amendatory act has been to subordinate, in compulsory terms, the interests and welfare of our entire school system to the convenience and pecuniary interests of almost the lowest grade of applicants who may present themselves for examination and demand certificates.

If complaint be made against this unwise flooding of the State with low-grade certificates, Superintendents can successfully shelter themselves behind the letter of the law, which compels it, and disclaim all responsibility; and as nobody is to blame but the law under which it is done, there is no cure for the evil except in remedial legislation — retaining what is good and well-intended in the wording of the act, but otherwise modifying and correcting what experience has proved to be injurious and unfortunate in practice.

Another, but minor defect in the act, under which weak or treacherous superintendents (and we have had such) can shield themselves from accountability, is to be found in the use of the word "fair"—a very indefinite term, that is susceptible of as many grades of meaning as different superintendents may choose to put upon it. Statute laws, to be effective, should be as clear and explicit in their terms, and as free from ambiguity, as it is possible to make them. In this case let us bring this word "fair" to the test of some practical standard, say, for instance, the figures on the provisional certificate. Does the word "fair" mean "No. 2, good," on that certificate? or does it mean "No. 3, middling?" If so, who wants a "middling" teacher placed over their children in this good year 1891? It certainly cannot be intended to mean "No. 4, poor." And yet careless or weak or treacherous examiners can, under the law, let "No. 4" qualifications slip through, to the lamentable injury of the schools, and yet not be held accountable for gross neglect of duty.

They have color of law on their side, according to the inferior standard which, for reasons best known to themselves, they may set up for their respective counties. In the very last volume of annual reports, a county examiner in one of the southern counties, not now in commission, unblushingly confesses that for years he had let down the bars for the accommodation of applicants, confessedly incompetent, who cared nothing for the schools, but whose pecuniary necessities made it desirable that they should get their hands into the district treasury during the time that the schools were open! And we remember some equally discreditable reports, some years since, from one of the western counties, that were enough to brand the County Superintendency with infamy, so far as that example went.

Is it not high time to sternly call a halt on a policy that demoralizes the schools and disheartens meritorious applicants, who, after laboriously preparing themselves, vainly seek employment, because crowded out by their inferiors who should have been promptly excluded from the arena?

THADDEUS STEVENS.

HISTORIC SHEECH BY THIS DEAD MONARCH IN THE REALM OF MIND.

THE readers of *The School Journal* will find in this number a reprint in full of Thaddeus Stevens' celebrated speech in 1835, in defense of the Common School cause, and which prevented the repeal of the school law of 1834. Also, his great speech in 1838 in behalf of a bill to establish a school of art in Philadelphia, in which he most vigorously championed the higher institutions of learning.

The effect of the speech of 1835 upon the members of the House whose votes he desired to influence, was immediate and overwhelming, and the question has often been asked, Wherein lay the secret of that wonderful control over their opinions and judgment? There was nothing in extracts from the mere rhetorical portions of that speech, often quoted, that could account for such really surprising results upon any adequate theory of human influence upon human motives. Mr. Stevens has himself said that he never made another speech which produced such an immediate effect.

Mr. A. H. Hood, in his memorial address, re-published last month in these columns, says that Mr. Stevens was terribly in earnest, and that all opposition to the Common School law disappeared in ten minutes after he took the floor—an astonishing fact when we recall the intense excitement upon the subject, and that, up to the moment of Mr. Stevens' participation in the debate, the House was overwhelmingly and almost angrily in favor of repeal. To

confront that tide of alarmed prejudice and antagonism and reverse its intended action by a single forensic effort, was indeed an achievement of no ordinary merit and only a strong man of consummate ability could have successfully grappled with the situation.

To understand that great effort and supreme victory we must remember that then as now—and much more at that initial period when the cause was new and not believed in by the mass of the people—it was as much if not more a question of finance than of education; and that abstract questions of educational sentiment had little if any weight with the unlettered masses who were represented on the floor of the House, and whose votes, whether right or wrong, made or unmade the members who occupied its seats. Mr. Stevens understood the situation thoroughly, and, with the sagacity of a great lawyer and parliamentarian, took the bull by the horns at the very outset by grappling with the main question first, and putting it in such a concrete and conclusive shape that there was no escape from the logic of his position and no alternative for his opponents but unconditional surrender.

Meeting them on their own ground, as will be seen by reference to the speech, he demonstrated by a calculation in dollars and cents that the Common Schools, so fiercely opposed on pecuniary grounds, *would be cheaper as well as better* than the pauper schools they were intended to supplant. Thus he convinced the opponents of the system that the interests of their constituents and their own political safety required them to vote against repeal, instead of for it. This paved the way for a discussion of the general subject on its purely educational merits, which was mostly, however, above the comprehension of those whose votes he had already captured, and which, standing by itself, would have availed but little for the purpose he had in view.

With consummate generalship he met the hosts of the opposition on the open field, and pierced their centre by the first discharge of his heavy artillery; and then, without giving them time to recover from the shock of the first surprise at the unexpected position in which they found themselves, his prodigious forensic power, keyed up to the highest pitch of force and intensity, volleyed and thundered along the whole line until the victory was complete, and beyond all peradventure the day was won!

The speech in cold type can give very little idea of such a scene as that. The reader must have before his mind's eye the electrical excitement of the deep feeling on the subject which agitated the House—the momentous consequences which hung upon the issue of the struggle—Mr. Stevens' own striking personality, then about forty, in the prime of his best years, speaking for Pennsylvania and unborn generations—the fear, even hate indeed, with which he was regarded by most of those with whom he was to come into conflict—the dangerous and, under ordinary circumstances, unmanageable nature of the opposition which it was his aim and hope to conquer—and the pent-up excitement in the public mind, as represented in the galleries—all this making altogether a scene and an occasion well calculated to carry a man beyond himself in his determination to settle for all time the question of Common School Education in Pennsylvania.

It was a memorable scene and of momentous importance, and, with this faint attempt to picture it as it was, we let this dead monarch in the realm of mind speak from the printed page to a generation that never saw his face or heard his voice, sure that it will impart courage and hope and confidence and the inspiration of a great example to those who still have great obstacles and difficulties to overcome, who have before them battles yet to be won, and educational monuments yet to be built, that will, we trust, endure for all coming time.

THE INFLUENCE AND POWER OF A NOBLE LIFE.

IT is most gratifying not only to the Memorial Committee, but to thousands of others in all parts of the State, to see and know the great influence for good, as humanizing as it is helpful, that has resulted from the Dr. Higbee Memorial work. Seven thousand volumes and an equally large number of portraits have thus far been carefully distributed to Superintendents, teachers, and schools contributing to the fund all over Pennsylvania.

It is a wonderful thing—such a showing as this—and the end is not yet. These pictures are, in large proportion, well framed, so that they may be preserved for many years upon the walls of the school rooms where they find an honored place. Co. Supt. Brecht informs us that the Memorial Portrait and Memorial Volume are found in nearly every one of the five hundred and more schools in Lancaster county, and that in more than

ninety out of a hundred schools these portraits look down from substantial frames, with an ever-present influence for good upon both teachers and pupils. The portrait of Dr. Higbee, handsomely framed, hangs in every school building in Lancaster city. In some buildings it is found in two, three, and even five rooms. It is not always that "a prophet is without honor." That good men are stoned less frequently than in the olden time is evidence that the world is growing better—slowly perhaps, but still growing.

We take pleasure in making, and our friends will find pleasure in reading, some extracts from recent letters, received within a few days from representative men in the work of education:

State Supt. Waller, after visiting Institutes in many parts of the State, during the past three or four months, writes: "The more I see of the results of the movement the more important does it appear. You have made Doctor Higbee far better known in many quarters than he was when living, and by leading to a money investment you have induced many to contemplate a lofty character to their lasting benefit. In other words your work has been infinitely more than merely a loving tribute, an expression of the heart; it has been strictly educational in the truest sense."

Supt. Mackey, of Butler, writes: "The books and the pictures, thirty of each, are here, and the latter are now in the hands of the proprietor of an art store for framing. My pictures are also here. The one in bronze frame is in my office; the one in gold, which was specially ordered, is in my library at home. The frames are in every way satisfactory, the pictures—especially the one in my library—a priceless treasure. I never experienced before the pleasure a picture, a portrait, can afford. I have never yet been called upon to suffer the loss of a closer friend than Dr. Higbee. There never was a man I loved and reverenced more. I do not know whether the picture is true or not. I know that I love to sit in my library and look into his grand face. No painting in the British Gallery, or in the Louvre, affected me as does this portrait, for, though by the hand of the world's greatest masters, they had no such hosts of precious associations, they could open no such treasures of memory. I feel that I am greatly indebted to you and thank you heartily for your kindness."

Prof. Geo. W. Twitmyer, Principal of the Honesdale High School, writes: "I beg to thank you for the framed picture of Dr. Higbee which now hangs in my office in the Public Library, where it is seen every week by several hundred people. Our schools are having the portraits framed at a cost of $2.50 to $3.25 each, which amount is contributed by the pupils. The High School pupils framed theirs in massive oak, at a cost of about $6.00. They feel proud of what they have done, and are delighted with their picture. I am sure we shall all be reminded daily of Dr. Higbee's noble life, and be inspired with a higher purpose in our work."

Dr. Louis H. Steiner, Librarian of the great Enoch Pratt Free Library of Baltimore, a fine scholar and a very intimate personal friend of Dr. Higbee, writes: "Your plan of preserving the memory of our friend, throughout the State in which he labored so faithfully, is as unique and comprehensive as was the man's mental and spiritual nature. May it bear fruit in the way of stimulating others to walk in the path of duty and unswerving rectitude."

Rev. R. H. Howard, of Franklin, Massachusetts, writes: "Permit me gratefully to acknowledge the receipt of your beautiful volume. I sat down at once and devoured much of it, especially the biographical sketch, which is most gracefully written, as well as sympathetically and tenderly. I am impressed with two things in connection with this magnificent tribute. 1. It is doubtful if any one in private life, that is non-political life, ever before called forth in his death such an outpouring of loving and eloquent tributes as Dr. Higbee. 2. It is surprising how much *first-class* writing this volume embraces. How perfectly exquisite Dr. Alexander's testimony! And indeed almost every other tribute is equally graceful and tender."

GIRARD COLLEGE.

WHO ARE ELIGIBLE AND HOW ADMITTED.

THIS famous college for orphans in Philadelphia is steadily increasing the number of its beneficiaries. That our readers may have knowledge of how boys are admitted, we present the following as requirements of the College authorities: The mother, if living, or if not, the next friend who by law is entitled to the custody of the orphan, is the proper person to make application for the admission. The application must be for a "poor white male orphan," namely, a child whose father at least is dead, who is

above the age of six and under the age of ten years, and who is destitute of means, or without relatives able to maintain and educate him. Applications are received by Mr. Frank M. Highley, Secretary, at the office of the Board of Directors of City Trusts, No. 19 South Twelfth street, above Chestnut, second story, every day except Sunday, between the hours of 9 and 12 o'clock. The applicant is required to produce—1st, the orphan; 2d, a certificate from the clergyman or magistrate of the marriage of the parents; 3d, a certificate of the physician setting forth the exact time and place of birth and the name of the orphan, and 4th, a certificate from the physician of the death of the father, when, where, and from what cause it occurred. If for satisfactory reasons any of these certificates cannot be produced, then an affidavit properly made before a magistrate or justice of the peace, by some one other than the applicant who was present at the marriage or the birth, will be received. Satisfactory answers to the questions asked having been made, the paper is handed to the applicant to obtain the signatures of two respectable citizens, who will append their names and residences, and who become responsible for the correctness of the statements made therein. Applicants who reside at such a distance from Philadelphia as to make their presence impracticable, will be furnished with a blank form, the questions in which must be answered, and the statements verified by an affidavit made before a judge or magistrate of the county where they reside.

The application being completed, the name of the orphan is placed upon the list to await a vacancy, and is taken up strictly in accordance with Mr. Girard's will, which provides for the following order of admission into the College, "preference being given, first, to all boys born in the (old) City of Philadelphia (the territory lying between the south side of Vine street and the north side of South street, and between the Delaware and Schuylkill rivers); second, those born in the other part of the State of Pennsylvania; third, those born in the City of New York; fourth, those born in the City of New Orleans."

Boys becoming ten years of age before they are reached for admission, cannot be admitted, and their names are stricken from the list. When a vacancy occurs, the applicant next in turn will be notified, and being produced to and approved by the Directors, he will be received into the College, when the Guardians of the Poor (with the consent of the mother or next friend, who must relinquish all control over him) have indentured him to the City of Philadelphia until he becomes twenty-one years of age. The College has for some years been under the able direction of Dr. A. H. Fetterolf.

THE TEXT-BOOK QUESTION.

THE effort to secure a radical change in our present system of selecting and adopting text-books for our schools is ill-advised. The plan suggested is deceptive in its character and, should it ever be enacted into law, would be mischievous in its results. The law as it stands requires that books shall be adopted in the several districts in this State at a meeting of the school directors and teachers—the teachers advising and the directors adopting—immediately after the election of teachers, and before the opening of the ensuing school term; that the books shall be uniform in each district, whether it be township, borough or city, and that whenever a new book or series of books shall be adopted, *no change* of such books shall again be made in less than three years. A legal adoption cannot be made without consultation with the teachers; must be made before the opening of the schools—during vacation—so that the patrons may have due notice of the authorized books to be used; and prohibiting any changes during the school term, so that when once supplied they may not be subjected to frequent and unnecessary expense.

That there are abuses under the present system is probable; that books are sometimes changed when they ought not to be we do not doubt; but, from such information as we can gather, these abuses are the exception and not the general rule. The school directors, in whom the power to adopt books is vested, are elected by the direct vote of the patrons and tax-payers, and are directly amenable to them. The people take, or at least should take, a deep interest in the education of their children, and ought not to begrudge the expenditure of a reasonable sum for books more than for any other thing necessary to their education; yet they do, and complain, it seems to us, to a degree not often warranted by the facts. Some think the school books are changed frequently—every year, in fact—and that they are compelled to pay, with unreasonable frequency, the bills presented for books. If they would investigate more and talk less, there would be less misapprehension upon

the subject. Now, what are the facts? As said before, the present law prohibits a change in any text-book or series of text-books more frequently than once in three years, under a severe penalty. From the best information we can obtain, we do not believe the books used in the common schools of the State are changed, on an average, once in eight years or perhaps ten years. Then why all this misapprehension? Simply because our children are not mere sticks and stones, but human beings, seeking to learn, and they do learn, and therefore cannot always be kept in the same first reader and primary arithmetic with which they began their first year's school, but are promoted, as they progress, from one book to another in the series used in the schools.

These promotions being generally made at the close of one school term, and the books for the classes to which they have been promoted being required at the beginning of the next term, when the children go to school the first day, the teacher gives them lists of the needed books—more than nine times out of ten made necessary by reason of promotions, and not by any new adoption or change in the series of books used—and they take them home to their parents. Then, among people who talk much and think little, the excitement at once begins; and everybody, from the publishers down through the local dealer, the Board of Directors and teachers, and sometimes even the children, come in for unwarranted blame and abuse. Because new books must be bought each year to meet the advancement of the pupils, many declare that the books are changed every year; and the Board that does not change at all often receives about the same amount of abuse as does the one that makes changes occasionally, to keep pace with the improvement and advancement of the times.

As to what, if anything, shall be substituted for the present law, there does not seem to be much unanimity of sentiment or opinion. Some would like to have the State publish the books and furnish them free to the pupils; while others would have the State sell them to the pupils at first cost. No one, we assume, will deny that, in any event—whether the books shall be made by the State and furnished free, or sold at cost to the pupils, or by private publishers, as at present—in the end the people pay for them. They may pay it in taxes to the State, or in cash to the publishers; but they pay it, all the same. It may be said that the State, if the books are not furnished free, would sell them at cost, thereby saving the profit made by the private publishers. If we are not mistaken, it would be the first case on record where the State or nation ever produced anything economically or cheaply; and we would probably find, by sad experience, that our books were costing more instead of less than before.

But even admitting, for the sake of argument, that they would be cheaper, would the saving compensate for the loss that would probably come to our children and our schools? The advocates of this measure either do not know or forget that nearly every author who has proven successful in writing school books is under contract or engagement to one or another of the publishing firms; that of the many would-be authors of school books, hardly one in a hundred succeeds so well that publishers of wide experience are willing to accept his books; and that less than ten per cent. of those books that are accepted and published prove successful or remunerative.

Could the State hope to do better than private publishers who have spent their lives in the business? As the law now stands, if books are not thought to be good the district need not adopt or use them. But should the State make poor books they, and no others, could be used, and, as a consequence, the children would be compelled to pay the penalty for the folly of poor legislation. California has more thoroughly tried the experiment of State publication, perhaps, than any other State in the Union. She has even engrafted this folly into her State constitution. To-day her people are complaining of higher prices than those of the publishing houses; but, above and beyond all that, the leading friends of education are bewailing the great inferiority of the books.

There are others who do not believe in State publication, but who think State uniformity would be a good thing. They see alone the saving that would accrue to the transient, moving population. There is some force in such argument. Considerable money would, no doubt, be saved to our transient population; but it seems to us that the saving would not compensate for the loss that must result under such a system.

California first tried State adoption by a Board—the Governor and eight others of her highest State officers—the period of adoption being fixed at five years. Such corruption was charged and such scandals arose that the people demanded and secured the repeal of the law. It was charged that

publishers having the poorest books selling for the highest prices could afford to pay the highest prices for votes. Let any Commission or Board have the determination of what books can be used in Pennsylvania for five years, and, even though such body should do their work honestly and well, there would arise such charges and suspicions as would soon bring the system into disrepute. Or, if they prove less white and pure than the "driven snow," and corruption should actually creep in, and poor books at high prices be adopted, the people would have no remedy but to "grin and bear it," while the children would suffer until the bad law could be repealed.

Is it not better that the people should continue to keep such matters *as closely in their own hands as possible?* Our present school unit is either the township, borough or city—a natural political division—and yet not so large but that the people thereof know their own wants and necessities. If we were to recommend any change in the present law, it would be to change the recent law of 1887, permitting districts to purchase school books out of the public moneys, and furnish their free use to the pupils, so that it should be compulsory. We do not recommend this or any other change in the text-book law at this time, but it seems to us that such an amendment as above suggested would solve the much-vexed question, and do away with nearly every argument for State or county uniformity, or for State publication. Let us see for a moment:

1. It would give us cheaper books. The districts could buy them as cheaply as the retail dealer now does, thereby saving, on an average, about one-third of the present retail price paid.

2. A saving would be made by having the books used year after year until worn out, whereas now they are often laid aside only partially worn.

3. Such people as move anywhere within the State would leave their books in one district, and find others in the next. This alone would do away with the argument in favor of County or State uniformity.

4. There would almost invariably be a supply of school books on hand, so that at the beginning of the school year, or when promotions occur, there would not be the loss of time that nearly every teacher has experienced under the present system.

Many cities, towns and townships have tried the free book system for many years, and it is a significant fact that few, if any, return to the old way of purchasing text-books. It is also significant that in such districts we find few advocates for State publication, State or county uniformity, or kindred schemes. And the testimony we have been able to gather seems to show that better care is taken of the books when owned by the district than in case of individual ownership.

Let the text-book question, therefore, remain undisturbed in the hands of the District authorities, where it properly belongs.

CLOSER SUPERVISION.

A REMARKABLE MOVEMENT—EXAMPLE FOR OTHERS—INCENTIVE TO LEGISLATION.

RUNNING our eye carelessly over the monthly items from Superintendents' reports, in the December number of *The Journal*, as furnished from the School Department, we were first surprised, and then we might almost say electrified, by stumbling unexpectedly, in the report from Lycoming county, upon one of the most remarkable developments of school policy in the whole range of our common school history—a movement so bright with promise, and so suggestive in every way, that we here reproduce Superintendent Charles Lose's account of it, to bring it more conspicuously to public notice:

"At the October meeting of the Teachers' Exchange, the county was divided into sixteen districts and a district superintendent appointed for each. These will appoint assistant superintendents in each of the separate school districts. The district officers will report at each monthly meeting of the Teachers' Exchange the condition of the schools in their separate districts and the educational meetings held. A local Institute will be held in each of the sixteen districts. It is hoped that by this method the work done by the schools each month, with the attendance of pupils and other matters of interest, may be so arranged as to be placed before the people through the medium of the newspapers. These district superintendents and their assistants were all appointed from the teachers, and they have entered upon their duties with great zeal and enthusiasm."

This testifies anew to the indigenous character of our public school system. It is not an exotic, imported from abroad, but springs from the soil, and derives its germinating life from the character, habits, and developing mental resources of our people; not imposed from without, but growing from within, and thus by a process of genuine evolution gaining the stability and strength of the deeply-rooted oak with the flexibility

and freedom of action of its waving, sunlit branches. There may be years of suggestive and earnest discussion of projected improvements without any apparent results, and but little evidence that sluggish public opinion has been reached, or any serious impression made,—when all at once in some unexpected quarter, where the seed has fallen on good ground, it suddenly sprouts into vigorous life, verifies the theory, and proves it to be of permanent value and universal application.

In this matter of local supervision, intelligently applied, Lycoming can proudly claim to be the banner county of the State. Her teachers have conferred high honor upon themselves by the patriotic and masterly sagacity of their organized movement in this direction, their generosity of public service, and the enlightened professional devotedness and zeal with which they have thrown themselves into the work. Nothing but great and enduring good can be expected. It will put newness of life into the public schools of that county, which should rouse the ambition of pupils and double the usefulness of the schools in a single term, and give to taxpayers the fullest returns for their money. What can be done in this county can be done in every other in the State, and we commend this spontaneous movement to the thoughtful consideration of teachers in all parts of the commonwealth.

It illustrates the fundamental truth that the teaching profession should be to a large extent in its own hands, and that public school teachers, though dependent employees and not proprietors, should be disenthralled so far as practicable from the control in their school work of uneducated laymen, and lifted into the independence and freedom of true professional life so far, at least, as the work of instruction goes—the end for which the schools are established, and which can only be reached through the competent and conscientious teacher. Instead of shrinking from the closer supervision that the schools require and the awakened spirit of the age demands, teachers who at all care for their vocation would, as in Lycoming, regard as a friend the new officer who comes as an expert in the art of teaching, and cordially welcome the helpfulness and sympathy that he will bring into the loneliness of the isolated country school; feeling that there will be at least one person who can appreciate his services and testify to his success, and give him a helping hand and wise counsel when circumstances require it.

Not all of the spontaneous developments and tendencies of our growing and ever-expanding school system have yet received the sanction of our Legislative authorities; but may we not cherish the confident hope the the coming Legislature will be fully abreast of the times, and willing to favor this great cause with a well-considered enactment to supply the missing link in the chain of supervision that experience proves to be necessary, and the general judgment of the educational world unqualifiedly approves.

LIGHT FROM AN UNEXPECTED QUARTER.

TABLE No. 5 of the Sixth Report of the United States Civil Service Commission reveals some interesting facts. A larger ratio of candidates from the public schools —69 per cent.—than from the academies—65 per cent.—succeeded in the examination for clerks.

The ratio of successful candidates from the public schools is as large as that from all other classes of institutions together. The ratio of successful candidates from the high schools and colleges is the same—75 per cent. A larger ratio succeeded from the public schools below the high schools—60 per cent.—than from the business colleges—58 per cent. Taking the average age, the candidates from the public schools have been out of school ten years, and therefore do not fairly represent the public instruction of to-day, which has improved much within a decade; while those from the higher institutions average a shorter time from their teachers. The public schools of the nation have often been disparaged. Their friends derive, from an impartial source, the evidence that they turn out pupils better prepared for ordinary business transactions than the business colleges; better than the academies, for the gradual disappearance of which many lamentations are heard; and even as well prepared as the colleges. Already the poorest children have educational opportunities averaging higher in results than any others of equal scope.

From Massachusetts, the ratio of successful candidates from her public schools—78 per cent.—was greater than from all her other institutions together—75 per cent.; that from her high schools was 70 per cent.; and from public instruction below the high schools it was 100 per cent., though there were only four candidates. Singularly enough, there were 100 per cent. of failures

from her academies, though there were only three; while her business colleges have the shining record of 100 per cent. of successful candidates, though there were only two; 90 per cent. from her colleges were successful.

From Ohio, 86 per cent. of candidates from her public schools were successful, as against 73 per cent. from all her other institutions. Her high schools stand even with her academies—81 per cent.—and above her colleges—76 per cent. 100 per cent. of the candidates from her public schools below the high school, of whom there were fifteen, were successful, but only 56 per cent. from her business colleges.

From New York, 70 per cent. of the candidates from her public schools succeeded, while 71 per cent. succeeded from her other institutions. The ratio from her high schools —88 per cent.—far exceeds that from her colleges—80 per cent.; from her business colleges—75 per cent., and from her academies—50 per cent. Below the high school, 42 per cent. from her public schools succeeded.

From Pennsylvania, 80 per cent. of the candidates from her public schools succeeded, as against 77 per cent. from all other institutions. Her high schools, with 83 per cent., slightly lead her academies and colleges, with 82 per cent. each. Her public schools below the high school have 75 per cent. successful, while her business colleges have 55 per cent.

The record for our public schools is, Ohio 86 per cent., Pennsylvania 80, Massachusetts 78, New York 70. That for the academies is, Pennsylvania 82 per cent., Ohio 81, New York 50, and Massachusetts none. That for the colleges is, Massachusetts 90 per cent., Pennsylvania 82, New York 81, and Ohio 76.

These four states stand in the following order when all candidates are considered: Pennsylvania 79 per cent., Ohio 78, Massachusetts 76, and New York 67. In the fifth report they stood in the following order: Massachusetts 69 per cent., Pennsylvania 68, Ohio 63, New York 57.

In the lighter examination for copyists, with less arithmetic, and no grammar, geography, history, or civil government, the most prominent subjects being penmanship and copying, public instruction and the academies are even, with 69 per cent., while the colleges and business colleges lead them, with 70 per cent.

The relative weights given to the several subjects were as follows: Orthography 2, Penmanship 3, Copying 3, Letter Writing 3, Elements of English 1, Arithmetic 5, Elements of Book-keeping 2, Elements of Geography, History, and Constitution and Government of the United States 1.

ITEMS FROM REPORTS.

BEAVER—Supt. Hillman: An educational meeting was held at Laurel Point, in North Sewickley township, December 5th, and next day a Local Institute. The attendance was very good, and the people were interested.

BEDFORD—Supt. Potts: Bedford township has put new furniture into one house and slate blackboards into three. Woodbury township has furnished reading charts to the schools. Educational interests seem to be prospering. There is an effort plainly apparent to have good houses well furnished. There is a growing demand for better teachers. Teachers too are taking a lively interest not only in the County Institutes, but also in the Local Iustitutes, which are in successful operation in half the districts. Oral or mental arithmetic, which had been abandoned as part of the school course, has been restored in all the districts and boroughs.

BLAIR—Supt. Wertz: The new school-house at Williamsburg was dedicated with appropriate ceremonies. Washington Camp, No. 311, P. O. S. A., presented the schools with a beautiful national flag. The presentation exercises were attended by a large number of patrons and citizens. Addresses appropriate to the occasion were deliversd by invited speakers and school officials. The building has no superior outside of Altoona, and very few equals in point of beauty and convenience. It is T-shaped, 26x88 ft. in front, 26x44 back. It contains six school rooms, 24x34, and a director's room. There is abundance of light, ample blackboard surface, and each room is provided with a large wardrobe. The furniture is of the most approved style. The workmanship reflects credit on the directors and all concerned in its erection. The annual Teachers' Institute was well attended, and the interest manifested by the teachers is worthy of special commendation. Dr. Waller, State Superintendent, was present, and his address was received with marked attention and favor.

BERKS—Supt. Zechman: Two Local Institutes were held during the month, at Bernville and at Shoemakersville. These meetings were well attended, as is usually the case, by teachers, directors and citizens.

CAMBRIA—Supt. Leech: The Junior Order U. A. M. raised a beautiful flag over the Adamsburg schools.

CAMERON—Supt. Herrick: Gibson township has placed a globe and reading chart in each school. A Local Institute was held in Gibson at Mix Run school house, which was well attended by patrons and directors.

CARBON—Supt. Snyder: A very successful session of the County Institute was held at Lehighton. The attendance of teachers and directors was the largest in the history of the county. Many times during the week the

large opera house failed to accommodate the great number of citizens that desired to attend.

CENTRE—Supt. Etters: Our County Institute passed off very pleasantly, and was well attended—only three of the 258 teachers were absent. The great snow storm that prevailed at the time prevented what promised to be the greatest directors' gathering in the history of the Institute. Those directors that were able to attend the meeting did much good work in a short time, One good thing they did was to adopt a course of study for the schools of the county. Much complaint is often heard about the carelessness shown in the election of school directors; but I feel sure that, taking the Boards of the several districts throughout the county, this complaint is quite uncalled-for. The people of the different districts have certainly exercised good judgment in this respect, We have many excellent school boards—a fact of which those who do complain must be convinced if they will only review the work that is being done by the directors.

CHESTER—Supt. Walton: A very interesting and profitable evening educational meeting was held in Schuylkill township. Williams' Hall was filled. Pupils, teachers, directors, patrons—all assisted the Superintendent in having a good meeting, while it lasted, as a Local Institute. These evening meetings held in connection with the annual visitations, in some school-house or village hall, arouse an interest and loyalty for the common school system often more effectively than our larger teachers' institutes. Coates' school, Londonderry township, has a neat little library and attractive reading table. I trust School Boards generally will come to a full realization of the value of these reading tables to pupils. The cost is small, but returns are large.

CLEARFIELD—Supt. Youngman: Our County Institute was well attended by teachers and friends of education. Of 334 teachers 316 were present. The instructors did good work and were heartily appreciated. The deep snow on the night of December 17th hindered many directors from attending the directors' meeting.

CLINTON—Supt. Brungard: The schools of the county generally are doing most excellent work. All our teachers read educational literature. Nearly all are progressive and earnest workers. The County Institute was the most successful ever held. Our teachers are nearly all in sympathy with Institutes. The local press, with one exception, had the kindest words of encouragement for us. We had an especially able, strong and practical corps of instructors. The Faculty of the Central State Normal School did excellent service.

CUMBERLAND—Supt. Beitzel: Silver Springs district furnished four rooms with the latest improved school desks. Prof. J. L. Henry, of Penn township, resigned his school to accept the position of deputy Clerk of the Courts. He was one of the veteran teachers of the county, his services covering more than twenty-five years. Mr. J. L. Stamy, of Leesburg, is his successor. Miss Katie V. Brandt, another of Penn township's successful teachers, has been obliged to relinquish her school on account of ill health; Miss Ethel Hoover will finish the term. The schools thus far visited are doing unusually well. The attendance is better than last year.

DAUPHIN—Supt. McNeal: The directors of Lower Swatara township recently surprised their teachers by placing in each school an unabridged dictionary and a complete set of mounted wall maps. A very successful Local Institute was held at Union Deposit. Nearly all the teachers of that district were present, as well as a large number of the citizens of the village and community. An excellent programme was rendered and the general discussions were quite interesting.

DELAWARE—Supt. Smith: Darby township has supplied the Yeadon school with a full set of Butler's Outline maps, a 12-inch Franklin globe, and a fine book-case. The directors of Marple township have purchased one of Cheyney's New Terrestrial Globes for use in No. 2 school. The Union Grammar School, Nether Providence township, has been neatly painted and wainscoted. A complete set of Yaggy's Geographical and Anatomical charts, and Webster's International Dictionary, have also been placed in the school. Slate blackboards are being placed in all of the schools as fast as possible. During the summer the directors had new and improved outhouses built in connection with each school in the district, while at Briggsville they had the water brought into the vestibule. These directors have shown commendable zeal in looking after the welfare of their schools. The Wayne School in Radnor, and the High School in Media, have been supplied with the new International Dictionary.

FOREST—Supt. Kerr: The new school-house at Marienville was destroyed by fire December 15; it contained the best rooms in the county. It will be replaced by a much larger building. The schools for this term will be continued in the M. E. Church and Leech's Hall. The County Institute just closed was the best attended of any ever held in the county. I think every teacher went home feeling that he was able to do better work in his school.

FRANKLIN—Supt. Slyder: There is an epidemic of measles in Greencastle, and the public schools have had to be closed in consequence. On Wednesday, December 18th, two school buildings were considerably damaged by the storm—the Ellsworth school in Washington township, and a school-house in Waynesboro; the latter was unroofed and otherwise injured. Owing to the big snow our Local Institute at Orrstown was not so well attended. It is gratifying to state, however, that the sessions were profitable. Profs. Eckels and Barton, of the C. V. S. N. were with us, and Ex-Co. Supt. J. S. Smith, of Antrim. On Friday evening Prof. Geo. E. Little gave one of his excellent "chalk talks" to an appreciative audience. The next Local Institute is booked for Mercersburg.

HUNTINGDON—Supt. Rudy: The County Institute was among the best we have ever had. Out of a total of 244 teachers, 238 were enrolled. Much interest was manifested throughout. The large opera house was well filled at both day

and evening sessions. The lecture course was well sustained and appreciated.

INDIANA—Supt. Hammers: The County Institute, according to the verdict of teachers, press and public, was a grand success. Of the 277 teachers of the county, 270 were enrolled; also 59 directors attended. The teachers were earnest and enthusiastic; the instruction was plain, practical and helpful; and the evening entertainments all that could be desired. Resolutions recommending a graded course of study for our rural schools, and urging an increase of the State appropriation, were adopted.

JUNIATA—Supt. Carney: We are endeavoring to adopt a regular course of study for the ungraded schools, and hope to see it accomplished in the near future. All the schools that I have visited the second time appear to be working very well. The directors of Fayette township have papered all their houses—a great and commendable improvement.

LANCASTER—Supt. Brecht: From statistics recently collected it is shown that there are now over 7000 books in the libraries of our schools. The books cover nearly every department of science and general literature. They have been carefully selected and are generally read by the pupils. Not less than 2000 volumes will be added during the present term. One of the rural libraries has 600 books on its shelves. The Lititz high school is completing arrangements for the purchase of the Encyclopedia Britannica with supplements for its Reference Table, 32 vols. Pequea school, in East Lampeter, bought a full set of Chambers' Encyclopedia. Rock Point school, in East Donegal township, added $75 worth of books to its library. Directors furnish good substantial book-cases wherever the nucleus of a library is established. The fund for books is obtained in every instance either by private subscription or through fees from entertainments and lyceums.

LAWRENCE—Supt. Watson: The school board of Little Beaver has supplied eight schools with Rassweiler's Anatomical Aid at a cost of $35 each. In Shenango the People's Encyclopedia, 3 vols., has been furnished to the schools. A Local Institute was held at the Wilson School in Little Beaver. The teachers manifested quite an interest in the meeting. The schools of this township are all in a very prosperous condition. Our County Institute was largely attended; 201 teachers were enrolled before the Institute was called to order at 1 o'clock. It was one of the most successful and interesting meetings ever held in the county. The teachers gave the closest attention until the last moment. One feature that added very much to the success of the meeting was the division of members into grades, and giving instruction on different topics at the same time, to suit the particular needs of the several sections.

LEBANON—Supt. Snoke: I visited all the schools of the county once, and fifty-five the second time. These latter were found in an excellent condition, with a few exceptions. The new building in North Lebanon is now ready for occupancy. This is one of the most complete buildings in the county. It is provided with the Smead system of heating and ventilating, and the latest improved furniture. The schools of this district were regraded, and an additional school organized. Three District Institutes were held during the month. The teachers deserve credit for the earnest work they are doing in this direction.

LEHIGH—Supt. Knauss: Well attended Local Institutes were held at Schnecksville, Emaus, and Frieden's church. We propose to hold five more. Two new school houses, one in Weisenberg and one at New Tripoli, in Lynn township, were dedicated. Both meetings were well attended, and much interest was manifested. The attendance of pupils is good. In a few districts measles, diphtheria and scarlet fever have interfered with regular attendance.

LUZERNE—Supt. Harrison: Our County Institute was a success in every respect. We enrolled 675 teachers, all but seven of these on Monday. Dr. Edward Brooks was with us for two days, and talked on "The New in Education," "Arithmetic," and "The Teacher's Ideal." Prof. R. G. Boone, of Bloomington, Indiana, presented "Pedagogy" in a highly acceptable manner. Miss Mary Plaisted, of Peekskill, N. Y., gave instruction in Tonic Sol-Fa. Dr. Lyte, Prof. Neff, Mrs. Monroe, Dr. Sprague, with a number of our prominent teachers, completed the list of instructors. Our teachers derive much benefit from these yearly gatherings. it is inspiring to listen to such men as Dr. Brooks, Prof. Boone, Dr. Lyte, Dr. Sprague, and many others who are veterans in the service. One thing much regretted by our people was that we were unable to have a representative of the State Department with us. Our Local Institutes were re-organized and will hold meetings during the coming three months. During the early part of the month I visited the schools of Hanover township, accompanied by the board of directors. The schools are doing good work. Some improvements in methods could be made. The schools of Wyoming borough are in good condition.

MERCER—Supt. Hess: The County Institute was a pronounced success. The attendance of teachers and directors was larger than on any previous occasion. The practical character of the work done was the subject of favorable comment by the press of the county. We consider this a great victory, as the schools are, generally speaking, in advance of public sentiment. "Grading Rural Schools," was given due prominence. The indications are that a large number of the most advanced pupils from the different townships will demand a final examination at the close of the present term, with a view to graduation from the common schools. To systematize the work of our rural schools and establish a system of graduation therein, will be our objective point for the coming year. A "Manual and Guide," designed as a basis upon which to begin the work, has been placed in the hands of every teacher, and from the interest already manifested in the cause on the part of teachers and patrons, it is believed a successful beginning has been made. Pupils completing the course must show scholarship equiv-

alent to that required for a teacher's provisional certificate.

MONROE—Supt. Paul; Our County Institute was altogether successful. Most of the instructors and lecturers were specialists in their respective lines, and their work was practical and thoroughly good. We hope much good may result to the schools from the many lessons learned by the teachers at the Institute.

MONTOUR—Supt. Steinbach: Our County Institute was a pronounced success. The interest manifested was of a high order. The attendance of teachers was better than ever before; only one teacher in the county absent. We had an excellent corps of instructors, viz.: Supt. R. M. McNeal, Prof. Welsh, of Bloomsburg Normal, Prof. Noetling, Mrs. Alma Sager Welsh, and Prof. Bible. Our evening lectures were of that high order which always wins applause.

NORTHAMPTON—Supt. Hoch: A very successful Local Institute was held at East Bangor. The directors and citizens took an active interest in theproceedings. We propose to hold a series of eight Local Institutes.

NORTHUMBERLAND — Supt. Bloom: Our County Institute was favored with a very large attendance. The interest manifested by all who attended was very gratifying. The instructors and lecturers did creditable service and gave our teachers much valuable aid in their profession. The teachers of Zerbe township have organized a District Institute. At a meeting recently held, the work of the County Institute was carefully reviewed. A very substantial brick school-house was recently erected by the School Board of Rockefeller township. The building is neat, commodious, and furnished with patent desks and natural slate blackboard surface. The Watsontown Board also furnished several rooms recently with slate blackboards. The Delaware township School Board recently erected a neat, commodious and substantial house; others were repaired, three being furnished with natural slate blackboards. In Jordan township three school buildings have been remodeled; also two in Upper Mahanoy—one furnished with patent furniture, another with slate blackboards. Lower Mahanoy in creased the number of her schools by one. Anatomical aids, globes, etc., have been furnished by the directors of Turbot and Upper Augusta townships for their schools. These are valuable aids to both teachers and pupils, and much good has already been accomplished by the use of the same. Measures have been taken for the organization of District Institutes by the teachers of the following districts: McEwensville, Turbotville, Delaware, Lewis, and Turbot. We are glad to note this mark of progress; it indicates the proper spirit on the part of the teachers.

PERRY—Supt. Aumiller: Our County Institute was highly successful in every particular. Many schools were closed during the holiday season. Mr. Chester L. Harling, a young man of exemplary character and fine attainments, teacher of Sulphur Springs school, in Wheatfield township, died January 3d, under very distressing circumstances. His parents have the sincere sympathy of the whole community.

POTTER — Supt. Kies: Austin borough has added another school-room, exchanged stoves for basement furnaces, and regraded the schools with a view to greater efficiency. Eleven-mile house, in Oswayo, has been repaired in a neat and substantial manner. At the late Annual Institute the county was divided into sections for Local Institute work. One interesting meeting has been held in Lewisville. Several others are being arranged for January and February in other sections of the county.

SNYDER—Supt. Hermann: The county Institute was a decided success. I have seen all my schools once, and from all indications I am led to believe that this term promises to be the most successful in my experience. Directors as a general thing have given more attention to buildings than formerly.

SOMERSET—Supt. Berkey: The attendance thus far has been quite good. The County Institute was well attended, notwithstanding the severe snow-storm. Of our 271 teachers, 245 were present. The Directors' Convention was not well attended, but arrangements have been made for a general gathering of the directors in the near future.

TIOGA — Supt. Raesly: Bloss township is erecting a new building for the graded school at Arnot. It is to be supplied with all modern improvements, including steam heat, and when completed will cost about $4,000. The directors of Delmar township have wisely concluded to refurnish all their school houses not already so furnished with new patent combination desks. This township employs thirty teachers and is the largest school district in the county. Wellsboro' has just completed improvements on its school property at an expense of $2,000. A system of classification for ungraded schools has been arranged, and printed copies of the same sent to all teachers of such schools in the county.

VENANGO—Supt. Lord: Our County Institute was large, the order perfect, and full interest maintained to the close of the session. The teachers united in requesting Dr. Schaeffer to aid us another year, and the time was fixed at December 14, 1891. A number of our citizens here, who have always opposed the County Institute, said to me after it had closed that they considered it the most profitable week they had ever known, and they would gladly attend if it was continued for another week.

WASHINGTON—Supt. Tombaugh: The third of our series of District Institutes was held at Claysville. About fifty teachers were present, also directors from several townships, and many citizens from the town and surrounding country. We find these meetings are doing much good. I usually do my visiting of schools in that part of the county where the Institute has been held, just after its adjournment.

YORK—Supt. Brenneman: Among the improvements in school property I wish to call particular attention to a fine two-room building just completed in the borough of Red Lion. This was a much-needed improvement, and the directors deserve credit for their enterprise. A number of educational meetings will be held during the month of January.

WEST CHESTER BOROUGH.—Supt. Jones: The teachers in one of the school buildings have established a Teachers' Library, composed of books relating to mind study and methods of teaching. Each teacher brought books from her own library, which may thus be read by all the other teachers in the building. The plan indicates a professional zeal to become acquainted with the best writers on Psychology and Principles of Teaching. In order to keep the children from dropping out of school just before the holidays, there were short Christmas exercises held in all the rooms, December 24th. Many parents came to the entertainments, and there were not many pupils absent.

ASHLAND—Supt. Estler: Since January 5th, by direction of the Board, we have dispensed with recess from the secondary to the high school inclusive, and have substituted for it calisthenics, vocal and breathing drills. From reports of teachers and from personal observation, the change is a decided success. We received and had framed during the holidays, fine portraits of the late Dr. E. E. Higbee, which now grace the walls of each of our sixteen school-rooms. The County Superintendent reported to our Board: "All of your teachers attended the County Institute full time."

SHAMOKIN—Supt. Harpel: The teachers of the Stevens school, aided by Camp No. 187, P. O. S. A., purchased a handsome flag and placed it upon their building. The exercises on the occasion were both interesting and impressive; all the children took part. Flags will be placed upon the rest of our buildings in the near future.

NEW BRIGHTON—Supt. Richey: The board has purchased a very valuable piece of ground on which to erect a new central building—one of the finest in the State. It will contain a chemical and physical laboratory, library, etc.

NORRISTOWN — Supt. Gotwals: Appropriate Christmas exercises were held in all the schools, December 24th. The Institutes held during the month were all well attended. Out of the fifty-five regular teachers only three were absent—and these on account of special business and sickness. Prof. Eisenhower delivers a lecture on Electricity at each meeting of the high school, grammar and secondary teachers. These lectures are very interesting and instructive. The Institutes thus far have proved very profitable, and much interest is taken in them by the teachers.

SHARON—Supt. Canon: The Annual Institute held at Sunbury was one of the best ever held in the county. Both the day instruction and the evening lectures were listened to by large and appreciative audiences. The Institute was specially favored during the entire week by the presence and instruction of Hon. Henry Houck, and also by a pleasant visit from Hon. J. Q. Stewart, who gave an earnest and practical talk to the directors of the county.

STEELTON—Supt. McGinness: The Literary Institute continues to hold a prominent place in the estimation of our people. Every Monday evening finds Felton Hall filled with an appreciative audience. Among the talent from abroad that will appear before this body during the season, are the following well-known educators and friends of education. President Reed, of Dickinson College, and General Hastings, of Bellefonte. A good programme has been arranged for the meeting of the Local Institute, embracing Swatara township and the boroughs of Hummelstown and Steelton, to be held at the latter place, January 23 and 24.

TAMAQUA—Supt. Ditchburn: All our teachers attended the County Institute and expressed themselves as having been both pleased and benefited by the exercises.

WILLIAMSPORT—Supt. Transeau: During the week preceding Christmas week the Williamsport Teachers' Institute was held. The interest manifested by the teachers was great. Among the instructors I may mention Dr. D. J. Waller, Jr., Geo. M. Phillips, Dr. N. C. Schaeffer, Prof. J. M. Coughlin, Prof. F. M. McLaury, and Rev. Lewis Robb. The teachers listened to these gentlemen with pleasure, and no doubt a great deal of good for the cause of education was done during the session of the Institute. The display work, consisting of Kindergarten exercises, writing, map drawings, business papers, water-color painting, botanical specimens, etc., was a credit to the schools of the city. It attracted a great deal of attention on the part of the public. The culture, refinement and knowledge which a pupil gains in other departments of study, cannot be displayed in this way, and therefore this display represents but a small portion of a pupil's real progress at school.

PERMANENT CERTIFICATES GRANTED.

1889.

No.	Name.	Post Office.	County.	Date. 1889.
5119	Katie Quinnan . .	Archbald . . .	Lackawanna	Oct. 28
5120	Mary Quinnan . .	" . . .	"	" 28
5121	Nellie A. Watson.	Moscow	"	" 28
5122	Ellie Flannelly. .	Dunmore . . .	"	" 28
5123	Cassie Flanagan .	" . . .	"	" 28
5124	Ellie Jordan . . .	Archbald . . .	"	" 28
5125	Ella M. Detwiler .	Norristown . .	Montgom'ry	" 28
5126	H. E. Hartzell. .	Sumneytown . .	"	" 28
5127	Anna O Swan. .	Bridgeport . . .	"	" 28
5128	Fannie M. Jones .	Conshohocken .	"	" 28
5129	Mary B. Floyd. .	Edge Hill . . .	"	" 28
5130	M. Abbie Potts. .	William Penn .	"	" 28
5131	Lizzie Allebaugh .	LaFayette . . .	"	" 28
5132	Sadie Jennings. .	New Vernon. .	Mercer. . .	" 28
5133	W. H. Miller . .	Williamsport. .	Lycoming .	" 28
5134	Annie E. Pott . .	" .	" .	" 28
5135	May B. Martin. .	" .	" .	" 28
5136	M. C. R. Seaman.	" .	" .	" 28
5137	Hattie Elliott. . .	" .	" .	" 28
5138	A. M. J. Ganoung.	" .	" .	" 28
5139	Ada A. Wells . .	" .	" .	" 28
5140	Emma Nicely . .	" .	" .	" 28
5141	Lily Seitz . .	" .	" .	" 28
5142	Josie Kendig. . .	" .	" .	" 28
5143	M. C. Thatcher .	" .	" .	" 28
5144	M. Louise Gibson.	" .	" .	" 28
5145	Flora E. Scott . .	" .	" .	" 28

1890.

5146	Mary T. Stewart .	Kittanning . . .	Armstrong .	April 14
5147	Joseph Frantz . .	South Bend. . .	" .	" 14
5148	George B. Findley.	Freeport. . . .	" .	" 14
5149	W. M. Jackson .	Apollo.	" .	" 14
5150	Sue W. Stern . .	Lebanon. . . .	Lebanon. .	" 14
5151	Emerson Heilman	Heilmandale. .	" .	" 14
5152	Zach. A. Bowman	Annville	" .	" 14
5153	D. B. Fritz. . . .	" . . .	" .	" 14

No.	Name.	Post Office.	County.	Date. 1890.
5154	Della Coursin	Tidioute	Warren	April 14
5155	Martha N. Groat	Corry (Erie Co).	"	" 14
5156	Vilette Sedden	Fagundus	"	" 14
5157	Hattie L. Slayton.	Russel	"	" 14
5158	James L. Simpson.	Cherry Grove	"	" 14
5159	Fred. W. Wright	Youngsville	"	" 14
5160	Annie H. Rhoads.	Lock Haven	Cameron	" 14
5161	R. B. Campbell	Mifflintown	Juniata	" 14
5162	Margaret B. Silk	Danville.	Montour.	" 14
5163	Mary E. Blair	Girard.	Erie	" 14
5164	Kate M. Roney	Troy	Bradford.	" 14
5165	A. E. McCauley	Towanda	"	" 14
5166	VillieR. Mersereau	Sayre	"	" 14
5167	John V. Keeler	Le Raysville	"	" 14
5168	Harry S. Fleck.	Sinking Valley	Blair.	" 14
5169	J. Nevin May	Martinsburg	"	" 14
5170	Jos. B. Brumbaugh	Clover Creek.	"	" 14
5171	J. A. Zundel	Greensburg.	Westmorel'd	" 15
5172	Ida M. Hutchinson	Mt. Pleasant	"	" 15
5173	W. J. Latimer	West Overton	"	" 15
5174	W. H. Browneller.	Whitsett(Fay'te)	"	" 15
5175	W. J. Stump.	Geary	"	" 15
5176	J. M. Anderson	Stahlstown.	"	" 15
5177	J. J. Troxal	Pleasant Unity	"	" 15
5178	David Long	Mendon	"	" 15
5179	Emma Duffield.	Delmont.	"	" 15
5180	H. H. Dinsmore	Parnassus	"	" 13
5181	L. Klingensmith	"	"	" 15
5182	Maggie C. O'Brian	New Alexandria	"	" 15
5183	Mattie E. Burns	"	"	" 15
5184	Sallie M. Ford	West Fairfield	"	" 15
5185	Dillie J. Blair	New Alexandria	"	" 15
5186	Sadie L. Sampson.	West Newton	"	" 15
5187	Harvey J. Hensell	Congruity	"	" 15
5188	M. W. Hensell.	New Alexandria	"	" 15
5189	E. M. Shuster	Harrison City	"	" 15
5190	H. J. Fink.	"	"	" 15
5191	P. E. Hovis	Wesley	Venango.	" 15
5192	B. V. Riddle.	Clintonville	"	" 15
5193	S. C. Hays.	Oil City	"	" 15
5194	Artemas Edwards.	Osceola	Tioga.	" 15
5195	May N. Edwards	"	"	" 15
5196	Lizzie E. Thomas.	Canton (Brad'd).	"	" 15
5197	Mary E. Kennedy.	Duryea	Luzerne	" 15
5198	N. H. Myers.	Nescopeck.	"	" 15
5199	Patrick J. Manley.	Port Blanchard.	"	" 15
5200	Marie Anderson	Nanticoke	"	" 15
5201	Martha James	Pittston	"	" 15
5202	Kate M. Burke	"	"	" 15
5203	Georgia Watson	"	"	" 15
5204	Maria C. Marshall	Bellefonte	Centre.	" 21
5205	U. S. Flisher	Tusseyville	"	" 21
5206	S D. Gettig	"	"	" 21
5207	W. E. Keen	Millheim	"	" 21
5208	W. A. McClellan.	Spring Mills	"	" 21
5209	D. E. Robb	Romola	"	" 21
5210	Cyrus Grove.	Spring Mills	"	" 21
5211	G. W. Mark	Penn Hall	"	" 21
5212	Sara E. Thompson.	Coatesville.	Chester	" 21
5213	A. Estella Windle.	"	"	" 21
5214	E. M. Williams	Cedar Knoll	"	" 21
5215	M. Emma Lowry.	Nantmeal Vil'ge	"	" 21
5216	Alice E. Mahoney.	Steeleville	"	" 21
5217	Mai E. Sutton	Collamer.	"	" 21
5218	Clara Thornbury.	Marshallton	"	" 21
5219	Mary E. Shingle.	Glennmore.	"	" 21
5220	T. D. Laurence	Rockville	"	" 21
5221	Mattie R. Ross	Collamer.	"	" 21
5222	Nettie Ferron	Londonderry.	"	" 21
5223	Nettie S. Malin	Paoli	"	" 21
5224	Lucretia B. Faddis	Ercildoun	"	" 21
5225	Lillie E. Andress.	Embreeville	"	" 21
5226	Mary R. Evans	West Chester	"	" 21
5227	Mary J. Haines	"	"	" 21
5228	Lillian Greene	Downingtown	"	" 21
9229	A. Hassie Worrall.	BrandywineM'r.	"	" 21
5230	George S. Kemper.	Akron.	Lancaster.	" 23
5231	Henry R. Gibble.	Lititz	"	" 23
5232	F. S. Klinger.	Ephrata	"	" 23
5233	Sadie Rea	Gap	"	" 23
5234	M. Humphreville.	Lancaster	"	" 23
5235	Annie S. Brown	Goshen	"	" 23
5236	Rebecca Sauerber.	Columbia	"	" 23
5237	J. A. Ressler.	Ronks.	"	" 23
5238	Mary A. King	Lyles	"	" 23
5239	A. E. Richmond	Terre Hill	"	" 23
5240	Kate Hoffman	Ephrata	"	" 23
5241	Emma J. Skiles	Gap	"	" 23
5242	I. B. Good	Spring Grove	"	" 23
5243	Thomas W. Loftus.	Olyphant	Lackawanna	" 28
5244	M. W. Cummings.	"	"	" 28
5245	Mary M. Craig.	Catasauqua	Lehigh.	May 1
5246	Hannah Davis	"	Lehigh.	May 1
5247	J. J. Hauser	Emaus.	"	" 1
5248	Geo. Kilpatrick	Centre Valley	"	" 1
5249	Karl L Koerner	Wilkes-Barre.	Luzerne	" 3
5250	Kate Koerner	"	"	" 3
5251	Minnie G. Case	"	"	" 3
5252	Mary Leach	"	"	" 3
5253	Lizzie Austin.	"	"	" 3
5254	Nellie Leach.	"	"	" 3
5255	M. Jennie Randall.	"	"	" 3
5256	Sadie E. Smith.	Shickshinny	"	" 3
5257	Clara R. Bishop	Luzerne	"	" 3
5258	Agnes Scott	Pittston	"	" 3
5259	James T. Santee.	Wapwallopen	"	" 3
5260	Adaline Foley	White Haven	"	" 3
5261	Kate McNutt	Wilkes-Barre	"	" 3
5262	Edward B. Gavitt.	Plymouth	"	" 3
5263	G. M. Sturdevant.	Wilkes-Barre.	"	" 3
5264	Sarah H. Scovell.	Carverton	"	" 3
5265	C. N. Patterson	Sharpsburg	Allegheny	" 3
5266	Josie C. Marshall.	Allegheny City.	"	" 26
5267	Anna B. Pa nter	McKeesport	"	" 26
5268	Annie Lawson	"	"	" 26
5269	Clara Lawrence	"	"	" 26
5270	Curtis L. Harsha.	"	"	" 26
5271	Mattie Shaffer	Shaffers	Beaver.	" 27
5272	Mazy Bliss.	New Brighton	"	" 27
5273	M. Isabel Gorman.	"	"	" 27
5274	Anna McPherson.	"	"	" 27
5275	C S. Luther.	Caledonia	Elk	" 27
5276	Lydia E. Jeffries.	Chester	Delaware	" 27
5277	Hattie Irvin	Philadelphia	"	" 27
5278	A. J McFarland	Chester	"	" 27
5279	Christie Gourley	Thurlow.	"	" 27
5280	Fannie Cornog	Howellville	"	" 27
5281	Mary L. Massey	Chester	"	" 27
5282	Alice W. Stanton.	"	"	" 27
5283	M. C. Baldwin.	Thurlow.	"	" 27
5284	Lizzie Ewing.	"	"	" 27
5285	Cilla A. Simpson.	Philadelphia.	"	" 27
5286	T. B. Allison	Ebensburg.	Cambria	" 27
5287	Geo. W. Williams.	Glasgow	"	" 27
5288	D. E. Hollen.	Mountain Dale.	"	" 27
5289	H. S. Frownfelter.	New Bloomfield	Perry	" 20
5290	John S. Kern	Beavertown	Snyder.	" 20
5291	J. F. Eisenhauer	Freeburg.	"	" 20
5292	Chas. L. Wetzel	Beavertown	"	" 20
5293	Annie Lightner	Neff's Mills	Huntingdon.	" 20
5294	I. N. Swope	Mapleton Depot.	"	" 20
5295	B. S Landis	Aughwick Mills.	"	" 20
5296	L. E. Ackerson	Penn Run	Indiana	" 20
5297	T. D Stephens	Penn Run	"	" 20
5298	W. W. Lockard	Cookport	"	" 20
5299	Jennie Park	Brady	"	" 20
5300	W. C. McKee	Kent.	"	" 20
5301	John C. Weaver	Plumville	"	" 20
5302	Edward Harbison.	Shelocta	"	" 20
5303	Thomas Anderson	Parkwood	"	" 20
5304	J. M. Robinson	Kent	"	" 20
5305	Orpha Bidelman	Armagh	"	" 20
5306	C. A. Campbell	"	"	" 20
5307	Dora Crumrine.	Zollarsville.	Washington	" 20
5308	BeatriceM. Taylor.	Monongahela	"	" 20
5309	Jennie M. Irwin	Claysville	"	" 20
5310	Anorah Fleming	Monongahela	"	" 20
5311	Laura B. Smith	Washington	"	" 20
5312	M. H. Baker.	Cross Creek	"	" 20
5313	Mary E. Wilson	Canonsburg	"	" 20
5314	A. E. Buffington.	East Bethlehem.	"	" 20
5315	Adda M. Purdy	Florence.	"	" 20
5316	Ida B. Porter	Hanlin Station	"	" 20
5317	Lizzie B. Weaver.	Canonsburg	"	" 20
5318	Emma Weaver.	Bealsville	"	" 20
5319	Wm. B. Smith	Monongahela	"	" 20
5320	Irwin S. Flegal.	Ansonville	Clearfield	" 24
5321	Emma Worrel	Clearville	"	" 24
5322	M. Cummings	NewWashington	"	" 24
5323	Clara J. Corbin	Houtzdale	"	" 24
5324	Carrie L Scofield.	Penfield	"	" 24
5325	Jennie M. Cooke.	Mahaffey	"	" 24
5326	A. M. Matthews.	Iroona.	"	" 24
5327	Mollie R. Hoover.	Curwensville.	"	" 24
5328	Maggie B. Curry.	NewWashington	"	" 24
5329	Harry E. Rowles.	Murray	"	" 24
5330	J. F. McGoey	Clearfield	"	" 24
5331	William Scott	Osceola Mills	"	" 24
5332	Ella La Porte	Curwensville.	"	" 24
5333	Ella I. Brown	"	"	" 24
5334	June Martin	Houtzdale	"	" 24
5335	Bertha Conrad.	"	"	" 24
5336	Tannie Coyle	"	"	" 24
5337	Annie Savage	Clearfield	"	" 24

No.	Name.	Post Office.	County.	Date. 1890.
5338	T. Drumbore	Weatherly	Carbon	May 24
5339	James Breslin	Tresckow	"	" 24
5340	Sophia Breslin	"	"	" 24
5341	W. Z. Byers	Upper Strasburg	Franklin	" 24
5342	S. A. Garnes	"	"	" 24
5343	J. W. Brubaker	Pleasant Hall	"	" 24
5344	Geo. E. Pugh	Chambersburg	"	" 24
5345	H. C. Heckman	Pleasant Hall	"	" 24
5346	Ella E Blair	Orrstown	"	" 24
5347	R. Lizzie Rhone	"	"	" 24
5348	Geo. F. Boggs	Concord	"	" 24
5349	G. Howard Kuhn	Greencastle	"	" 24
5350	Lillie P. Straley	"	"	" 24
5351	Zouri C Koontz	"	"	" 24
5352	Charles M. Leiter	"	"	" 24
5353	A. B. Shively	Fayetteville	"	" 24
5354	Sadie C. Baer	Greencastle	"	" 24
5355	Emma K. Goetz	"	"	" 24
5356	Lizzie Knepper	Mt. Alto	"	" 24
5357	J. C. McCleary	Quincy	"	" 24
5358	Belle Stoutegle	McConnellsburg	"	" 24
5359	Nettie E. Bechtel	Webster's Mills	"	" 24
5360	C. M. McKeehan	Chambersburg	"	" 24
5361	Eliza Eyster	"	"	" 24
5362	L. P. McDowell	"	"	" 24
5363	Bertha Schaff	"	"	" 24
5364	Linnie C. Gilan	"	"	" 24
5365	Bettie C. Ditto	Welsh Run	"	" 24
5366	D. B. Swanger	Roxbury	"	" 24
5367	L. H. Johnson	Williamsport	Lycoming	" 28
5368	Emma A. Scholl	"	"	" 28
5369	M. Lizzie Wood	"	"	" 28
5370	Kate A. Snyder	"	"	" 28
5371	Florence Koerner	"	"	" 28
5372	Francis Marsch	"	"	" 28
5373	Mary F. Hunt	"	"	" 28
5374	Mary Braine	"	"	" 28
5375	Louisa K. Meyer	"	"	" 28
5376	Clara B. Kurtz	"	"	" 28
5377	Howard M. Ritter	S. Williamsport	"	" 29
5378	F. F. Metzger	Montgomery	"	" 29
5379	Geo. Cummings	Bodines	"	" 29
5380	E. M. Lovelace	Montgomery	"	" 29
5381	J. A. Shreckengast	Tylersville	Clinton	June 4
5382	W. D. Kerstetter	"	"	" 4
5383	W. F. Kennedy	New Albany	Bradford	" 16
5384	T. E. Stephens	Warren Centre	"	" 16
5385	Emma Adams	Troy	"	" 16
5386	D. Ida Bedford	Towanda	"	" 16
5387	J. McLaughlin	Custer City	McKean	July 17
5388	Louise C. Stratton	Bradford	"	" 17
5389	Mary A. Hardie	Mt. Alton	"	" 17
5390	Emma Stephenson	New Castle	Lawrence	" 17
5391	Mary Lielendorfer	"	"	" 17
5392	Agnes S. Irwin	Wampum	"	" 17
5393	Georgia W. Nieman	Harrisburg	Dauphin	" 17
5394	Lizzie Tittle	"	"	" 17
5395	M. A. Van Akin	Matamoras	Pike	" 17
5396	Carrie L. Honibeck	Dingman's Ferry	"	" 17
5397	Laura W. Wolfe	Waymart	Wayne	" 17
5398	Anna M. Phillips	Newfoundland	"	" 17
5399	C. H. Dills	Old Frame	Fayette	" 17
5400	Jennie M. Jenning	Canton	Bradford	" 17
5401	Grace N. Sayles	Troy	"	" 17
5402	F. N. De Lano	Towanda	"	" 17
5403	Ida K. Laton	"	"	" 17
5404	Elma Shontz	Evansburg	Crawford	" 17
5405	Kate Trainer	Woodcock	"	" 17
5406	Nellie Bligh	Custards	"	" 17
5407	Charles Carroll	Cumbola	Schuylkill	" 18
5408	J. P. McLaughlin	"	"	" 18
5409	Michael F. Conry	Shenandoah	"	" 18
5410	Samuel P. Mengel	Barnesville	"	" 18
5411	Emma J. Allen	Tamaqua	"	" 18
5412	Mary Leahy	St. Clair	"	" 18
5413	John J. Ratigan	Port Carbon	"	" 18
5414	Ed. J. O'Donnell	Girardville	"	" 18
5415	Miller Boyer	Sharon	Mercer	" 18
5416	Mary M. Smith	"	"	" 18
5417	Edith McCery	"	"	" 18
5418	Daisy Downs	"	"	" 18
5419	Nellie C. Latta	"	"	" 18
5420	M. E. Bowden	"	"	" 18
5421	M. W. Cargill	Susquehanna	Susqueha'na	" 28
5422	Johanna A. Zorn	"	"	" 28
5423	Mattie Birchard	Birchardville	"	" 28
5424	J. Louis Sowers	New Oxford	Adams	" 28
5425	Mrs. A C. Sowers	"	"	" 28
5426	Levi Weldman	Johnsville	Northamp'n	" 28
5427	H. K. Bender	East Bangor	"	" 28
5428	Hiram H. Kocher	Hanoverville	"	" 28
5429	R. Kerchenthal	Hecktown	"	" 28
5430	P. F. Enright	South Bethlehem	Northamp'n	July 28
5431	Geo. V. Danner	Siegfri'd's Bridge	"	" 28
5432	Belle Richards	Easton	"	" 28
5433	Norma McFall	South Easton	"	" 28
5434	Isa B. Blake	Bangor	"	" 28
5435	L. G. Roethlein	Lehigh Gap	"	" 28
5436	Ellen J. Kressler	Catasauqua	"	" 28
5437	Charles A. Fogel	Butztown	"	" 28
5438	John L. J. Stoudt	Robesonia	Berks	" 28
5439	George W. Weida	Krumsville	"	" 28
5440	Jas. A. Schroeder	Stony Run	"	" 28
5441	Fanklin P. Blatt	Bernville	"	" 28
5442	Val. G. Guldin	Mohn's Store	"	" 28
5443	Ezra D. Hock	Reading	"	" 28
5444	Elmer J. Zerbe	Mt. Etna	"	" 28
5445	Henry M. Moyer	Jacksonwald	"	" 28
5446	R. F. Derr	Rebersburg	"	" 28
5447	Jere. S. Angstadt	Kutztown	"	" 28
5448	Emma L Peiffer	Rehersburg	"	" 28
5449	H. L. Oberholtzer	Dale	"	" 28
5450	W. A. Dunkelb'rg'r	Berne	"	" 28
5451	S. I. Farenbach	Bernville	"	" 28
5452	Tho. C. Bickel	Kutztown	"	" 28
5453	Harry S. Esterly	Jacksonville	"	" 28
5454	Peter N. Knabb	Limekiln	"	" 28
5455	J. S Brumbach	Oley	"	" 28
5456	Lot W. Reiff	"	"	" 28
5457	Ben. F. Leinbach	West Leesport	"	" 28
5458	Morris R. Reber	Sinking Springs	"	" 28
5459	Wm. H. Knabb	Limekiln	"	" 28
5460	Jacob Werner	Womelsdorf	"	" 28
5461	James Z. Weida	Kutztown	"	" 28
5462	James W. Grime	Shartlesville	"	" 28
5463	Henry G. Kissinger	Reading	"	" 28
5464	Milton I. Hain	Wernersville	"	" 28
5465	Amy K. Wagner	Shartlesville	"	" 28
5466	Rayam S. Moyer	Bethel	"	" 28
5467	Samuel M. Deck	Leinbachs	"	" 28
5468	Sadie E. Burnett	Pittsburg	Allegheny	" 31
5469	Florence M. Cook	"	"	" 31
5470	Louisa Seif	"	"	" 31
5471	M. E. Lemmon	"	"	" 31
5472	Rose G. Davis	"	"	" 31
5473	M. A. Ruswinkle	"	"	" 31
5474	Emma Marshall	"	"	" 31
5475	Elizabeth J. Jenkins	"	"	" 31
5476	Flora L. Deitrich	"	"	" 31
5477	C. G. Beltzhoover	"	"	" 41
5478	Laura C Ragan	"	"	" 31
5479	Letitia D. White	"	"	" 31
5480	Maud I. Evans	"	"	" 31
5481	Mary B. Wymard	"	"	" 31
5482	Ivy O. Friesell	"	"	" 31
5483	Sarah Douglass	"	"	" 31
5484	Ella F. Reed	"	"	" 31
5485	Maggie Prosser	"	"	" 31
5486	Maud E. Boyer	"	"	" 31
5487	Clara N. Brisbin	"	"	" 31
5488	Lillian Johns	"	"	" 31
5489	Bella S. McMillan	"	"	" 31
5490	Nellie F. Kelly	"	"	" 31
5491	Alice McSwiggen	"	"	" 31
5492	Lizzie R. Seed	"	"	" 31
5493	Chas. L. Cleaver	Mt. Carmel	Northumb'd	Aug. 7
5494	Emma Tucker	Augustaville	"	" 7
5495	Carrie McNinch	Milton	"	" 7
5496	Jennie Butler	Northumberland	"	" 7
5497	Jennie Chambers	Pittsburgh	Allegheny	" 21
5498	J. C. Hoffman	Wrightsville	York	Sept. 2
5499	Ulysses A. Myers	Andersontown	"	" 2
5500	Ida E. Faust	Beechtree	Jefferson	" 3
5501	J. A. Newcom	Grange	"	" 3
5502	S. W. Rader	Hamilton	"	" 3
5503	M. E. Dinsmore	Video	Greene	" 5
5504	Mattie Church	Waynesburg	"	" 5
5505	J. B. F. Rinehart	"	"	" 5
5506	J. F. Dowlin	Carmichaels	"	" 5
5507	R. J. Stephens	Mt. Morris	"	" 5
5508	Geo. B. Waychoff	Jefferson	"	" 5
5509	E. S. Minor	Mapleton	"	" 17
5510	J. C. Carpenter	Nettle Hill	"	" 19
5511	Ella Kelso	Mahoningtown	Lawrence	Oct. 31
5512	H. J. Rockhill	Conshohocken	Montgom'ry	" 31
5513	Mary McMahon	Coylesville	Butler	Nov. 3
5514	Mary Hopkins	Barnhart's Mills	"	" 3
5515	James H. Tebay	Zelienople	"	" 3
5516	McCurdy Bricker	Sarversville	"	" 3
5517	Elmer E. Graham	Butler	"	" 3
5518	John H. Wilson	Harmony	"	" 3
5519	J. M. Painter	Coultersville	"	" 3
5520	Amos F. Cochran	Hooker	"	" 3
5521	Miles M. Sweeney	Plymouth	Luzerne	" 25

LITERARY DEPARTMENT.

NO more valuable and important contribution to psychological study has been made in recent years than that of Dr. George Trumbull Ladd, of Yale, when he gave us, a few years ago, his learned and scholarly volume on the "Elements of Physiological Psychology." It gave us the results of the latest thought and research by German scholars on the psychological basis of psychology, and in general on the relation between mind and body in man. The study of this relation has revolutionized all our psychological theories and teachings to such an extent that to-day no one may presume to teach any of the systems that were taught even so late as eight or ten years ago without at least recasting them so as to take into account the recent important discoveries in brain and nerve constitution and action, Dr. Ladd's work was at once warmly welcomed. At the same time it was felt to be too voluminous and technical for popular use, or for use as a text-book. Yet it hastened the demand for such a text book for colleges and normal schools. This need has now been met by Dr. Ladd's constructing, out of the materials of his large work, a smaller one on the *Oullines of Physiological Psychology* (New York: Chas. Scribner's Sons, 8vo., Price, $2), with the addition of considerable new material. The importance of this book will be apparent, when we say that it is practically the *only* adequate text-book on what may be termed the "new psychology" in the language. The author being a practical teacher, has arranged and written his book in such wise as to be most practically helpful to teacher and student. Indeed, the volume may almost be said to be absolutely indispensable to every teacher of science who would not be hopelessly behind the times. In college classes, at least, the teacher will want the "Elements," while he will want these "Outlines" in the hands of his students. The appearance of so thorough and admirable a text-book as this is one of the most encouraging signs of the genuine progress that is being made in the cause of higher education in our country.

Another important work just published is Dr. Arthur Lapham Perry's *Principles of Political Economy* (New York: Chas. Scribner's Sons, 8vo. Price, $2), which, by the way, is very gracefully dedicated to "J. Stirling Morton, of Nebraska, a Friend of the People; also Founder of Arbor Day." This, too, is designed for College and Normal use as a text book, and also for private study and reading. It is written in the entertaining style that has made Dr. Perry's former works on the subject so popular. It must be said, however, that political econony in recent years has made advances, or at least undergone changes in its treatment, that are either ignored or rather lightly set aside by Dr. Perry, but which the student who would keep abreast of the times cannot afford to overlook. So that while this work is valuable as a clear presentation of what must be called one side of the subject, there should be studied along with it some work presenting the other side, of which, perhaps, Dr. Richard T. Ely's may be called the most pronounced advocate. Those who, with Dr. Perry, see only error and harm in the so-called "Nationalist" or "Socialistic" theories of the day, will welcome this volume as a trenchant and able defender of the "orthodox" political economist's faith.

A welcome aid to students of literature and literary societies has just appeared in Prof. Jas. M. Garnett's *Selections in English Prose from Elizabeth to Victoria* (Boston: Ginn & Co.). It gives well-chosen selections, each of sufficient length, of nearly all the most important prose writers from Euphues to Carlyle (1580–1880). We say nearly all, for, by some strange oversight, one of the very greatest and most important prose writers of the Restoration period has been overlooked. We refer to John Bunyan. By what standard of criticism he is omitted, when a writer like Cowley, or even Temple, or Clarendon, is represented, it is difficult to divine. On the whole, however, students not having access to large libraries will be glad in this volume to have at hand so many good specimens of the prose literature of the period covered.

School libraries are more and more growing in favor. The time is rapidly coming when no school will be considered adequately equipped that has not a library accessible to teachers and scholars. And when that time comes, we think, on the shelves of most libraries, whatever else may not be found there, sets of attractive, valuable and altogether delightful books like the recently commenced "Heroes of the Nations," the equally admirable "Story of the Nations" series will be sure to be found. They seem to be specially adapted for such a purpose, though not by any means to be confined to it. The second volume of the former series is before us, a beautifully made and intrinsically valuable and important biographical study of *Gustavus Adolphus, and the Struggle of Protestantism for Existence* (New York: G. P. Putnam's Sons., price $1.50), by C. R. L. Fletcher, M. A. It is printed, bound, and illustrated in charming style; indeed, some of the illustrations and maps are exceedingly valuable and hard to get anywhere else. The modest author has succeededed in treating a very difficult historical character and more difficult period not only in an eminently lucid and interesting manner, but also with such thoroughness, erudition, and fairness as to make his volume a positive contribution to the history of the times he writes of, and of distinct and independent value. The book is well worthy of a place in the library of the student of history. If the series continues to give us works of as high an order of excellence as this one, the publishers deserve the congratulations and thanks of all thoughtful readers. We look forward with pleasure to the volumes that are to follow. *Switzerland* (New York: G. P. Putnam's Sons, $1.50) by Lina Hug and Richard Stead, is the thirty-first volume thus far is-

sued in the "Story of the Nations" series, and is also a work of intrinsic worth, attractively bound and illustrated and entertainingly written. It is all the more welcome as few histories of Switzerland that are reliable exist in a form for popular use, and fewer still of any kind that trace Swiss history back to its early beginnings. Indeed, the first chapter, giving a summary of what is known about the old "lake dwellers," with its illustrations of their dwellings, pottery, and implements, is among the most interesting in the volume. The various maps and tables of cantons, areas, population, and genealogies, are valuable features of the work, which must be regarded as one of the best of the generally excellent series to which it belongs.

Books on Japan have been multiplying in recent years. The latest is an unpretending little volume, entitled *Japan*, and described as "A Sailor's Visit to the Island Empire" (New York: John B. Alden. Price, 50 cts.) by Captain M. B. Cook. It is written in a straightforward, familiar style, and has all the interest of a personal narrative. In its 146 pages it gives more interesting information than many another volume of double its size. This, together with its very low price, ought to make it popular.

Speaking of Japan, nothing more instructive, and at the same time more entertaining, has been written on the subject for a long while than the articles entitled "Noto: an Unexplored Corner of Japan," by Percival Lowell, the first of which is printed in *The Atlantic Monthly* for January. In fact *The Atlantic* begins the new year in such wise as to insure an ever increasing number of readers. It has several articles of special value to educators, a thoughtful one by Cleveland Abbe on "A New University Course," and one of great practical worth by Prof. N. S. Shaler on "Individualism in Education." As clear a characterization of Hegel's philosophy as we have yet seen, is found in Dr. Josiah Royce's first paper on "Two Philosophers of the Paradoxical." One on Schopenhauer is to follow. Students of Civics, in its broadest sense, will want to read Charles W. Clark's article on "Compulsory Arbitration," and Henry C. Lea's on "The Lesson of the Pennsylvania Election." There are also several valuable historical studies, besides serials by Stockton and Fanny Murfree, short stories, literary essays and reviews, and some charming poetry. (Boston: Houghton, Mifflin & Co., $4 per year.)

OPEN SESAME! *Poetry and Prose for School-Days. Edited by Blanche W. Bellamy and Maud W. Goodwin. Vol. II., arranged for Boys and Girls from Ten to Fourteen Years old, and Vol. III. for Students over Fourteen Years old. Boston: Ginn & Co.*

The purpose of these volumes, the first of which we have not seen, we are told is to furnish properly graded selections to be committed to memory, and so to stimulate that faculty in children, and at the same time to foster the love of good literature. The selections are made judiciously and with good taste, while the publishers have put the volumes into attractive shape, with large, clear type and on good paper.

ALDEN'S MANIFOLD CYCLOPEDIA OF KNOWLEDGE AND LANGUAGE. *Vol. 25. Montenegro—Neutrals. New York: John B. Alden. 12mo. Price, 75 cents per volume.*

We have frequently called attention to the advantages of this Cyclopedia for popular and school use It is now rapidly nearing completion, and in fullness and reliability is the peer of any other work of the kind to be had for double the price. Its convenient form and low price make it specially suitable for school libraries.

MANUAL TRAINING IN EDUCATION. *By C. M. Woodward. New York: Scribner & Welford. 12mo., pp 310. Illustrated. Price, $1.25.*

A full discussion of the subject by one who has had years of practical experience. Much of the earnest argument for manual training was more needed some years ago, when Prof. Woodward first wrote about it. Now there is perhaps more need of a work showing the limitations of the method and the dangers of its abuse. If, however, there still are those who do not believe in manual training as a part of education, we heartily commend this book to their attention.

HARPER'S SIXTH READER. By *James Baldwin. British Authors. New York: Harper & Bros. 12mo. pp. 504. Price, 90 cents.*

This is essentially a literary reader, as it should be. And one containing a more wisely chosen set of resolutions from the very best of British literature it would be hard to find. It completes, and worthily, "Harper's Series of School Readers," which we described some time ago in these columns.

GREEK FOR BEGINNERS. *By Edward G. Coy, M. A. New York: American Book Co. 12mo., pp. 167. Price, $1.*

Based upon an earlier edition of the author's "Mayor's Greek Lessons," this little work is none the less excellent and needed on that account. Good books for beginners in Greek are scarce. This book is a good one, provided it be put into the hands of a good teacher. It has been prepared specially as a companion to the Hadley-Allen Greek grammar, and as an introduction to either Coy's First Greek Reader or the Anabasis of Xenophon.

AN EASY METHOD FOR BEGINNERS IN LATIN. By *Albert Harkness. New York: American Book Co. 12mo. pp. 348. Illustrated.*

HAND-BOOK OF LATIN WRITING. By *Henry Preble and Chas. P. Parker. Revised Edition. 12mo. pp. 109. Price, 55 cents.*

Both these books have been made so as to answer the demand for "easy methods." Whether this demand is wholesome or not, and whether it ought to be supplied, are questions we need not here discuss. Suffice it to say that both these books have apparently succeeded in making the study of Latin "easier" than it used to be. The first claims to have in no wise sacrificed thoroughness to easiness; it has not diminished the amount of study required, but only the form and method. The second does not profess exhaustiveness; but has merely put into compact shape various points usually found difficult, so as to make them more convenient for study and reference. The first is a combined elementary Grammar, Reader, and Book of Exercises. The last is almost wholly a Book of Exercises, with only some special suggestions and summary of rules. Both books will be useful in the hands of wise teachers.

THE MORNING LIGHT IS BREAKING.

S. F. SMITH.
G. J. WEBB. "WEBB."

1. The morning light is breaking, The darkness dis - ap - pears; The sons of earth are wak - ing To pen - i - ten - tial tears; Each breeze that sweeps the o - cean Brings tid - ings from a - far Of na - tions in com - mo - tion, Prepared for Zi - on's war.
2. Rich dews of grace come o'er us In many a gen - tle shower; And bright - er scenes be - fore us Are opening eve - ry hour: Each cry to Heav-en go - ing A - bundant answer brings; And heavenly gales are blow - ing, With peace upon their wings.
3. See heath - en na-tions bend - ing Be - fore the God we love, And thousand hearts as - cend - ing In grat - i - tude a - bove; While sin - ners, now con - fess - ing, The gos - pel call o - bey, And seek the Saviour's bless - ing, A na - tion in a day.
4. Blest riv - er of sal - va - tion, Pur - sue thine onward way; Flow thou to ev - ery na - tion, Nor in thy richness stay: Stay not till all the low - ly Tri - umphant reach their home; Stay not till all the ho - ly, Proclaim, "The Lord is come."

COME, SAID JESUS' GENTLE VOICE.

ANNA L. BARBAULD.
SCHNYDER. "HORTON."

1. Come, said Je - sus' gen - tle voice, Come, and make My paths your choice. I will guide you to your home; Wea - ry pil - grim, hith - er come.
2. Thou, who, houseless, sole, for - lorn, Long hast borne the proud world's scorn, Long hast roamed the bar - ren waste, Wea - ry pil - grim, hith - er haste.
3. Ye who, tossed on beds of pain, Seek for ease, but seek in vain; Ye, by fierc - er an - guish torn, In re - morse for guilt who mourn:
4. Hith - er come, for here is found Balm that flows for ev - ery wound, Peace that ev - er shall en - dure. Rest e - ter - nal, sa - cred, sure.

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STUDY OF ENGLISH LITERATURE IN THE HIGH SCHOOL.*

BY H. L. BOLTWOOD.

WHEN I began to teach in Illinois, twenty-five years ago, very few high schools were doing anything with the study of literature, even in name. Very few had any work at all in English, except a little rhetoric. Few had any reading above the grammar school grades; and a high-school pupil was disposed to resent any suggestion that English reading was an important part of his higher education. Now it is equally rare to find a high school which does not give literature a place in its course. Then there were very few text-books which offered any aid in doing this work. Now their name is legion. Then it was difficult to get suitable editions of English classics in cheap and convenient editions. Now they are both abundant and cheap. Then it was very rare to find an applicant for a high school position who professed to have made special preparation for the teaching of English literature. Now more than half who apply to me for positions claim to be competent to teach it. School reference libraries were then few and far between; now they are a matter-of-course part of the equipment of a respectable school.

These facts argue a demand for this work which has grown up in a single generation. They prove that the public accepts our efforts in this direction as a movement upon the right line. They show that teachers recognize the value of this work; at least, that they are aware that the public demands it. As a mere question of meeting an existing want, teachers must consider the relation of literature to education.

Almost coincident in time with this demand for literature in the high school has been the call for more and better science teaching. In both directions there had to be done a great deal of experimentation, both as to the desirable and the possible. In both new books had to be provided, apparatus procured, courses of study to be readjusted, and last and by no means least, teachers had to be trained. There was, of necessity, some crude and imperfect work. Teachers were compelled to originate their own methods, and depend on their own individuality. This was not altogether without compensating advantages; but it consumed a great deal of time, and required more expenditure of force. As the teaching of, not literature, at first, but of higher English, became a success in the hands of a few, others were inspired or constrained to follow their steps. Their first demand, of course, was for books to teach how to use books. Years ago, when object teaching was a new thing, a superintendent of an eastern city called his teachers together that a skillful teacher, with a class of pupils, might illustrate the nature and use of object lessons. Having listened to the exercise, they were

*Read by Prof. H. L. Boltwood, before the Illinois State Teachers' Association, Dec. 31, 1890.

told that they would be expected to put in practice the new system. With one consent every teacher exclaimed, "What books shall we get to help us?" In answer to the call for books upon literature, the books speedily came. The first, like the razors in Peter Pindar's well-known story, were made to sell. They were abbreviated cyclopædias of the biographies of authors, with lists of their works, which pupils were compelled to learn by heart. Of course, they revenged themselves for this cram by forgetting as soon as possible the unmeaning and unprofitable lessons. Teachers hated the study; pupils hated the study, and this fact does credit to their common sense. Then came the Manuals or Hand-books of English authors, in which choice extracts of nearly uniform length were given, from a great many authors; and these were read; sometimes memorized; a better means of interesting than the other, but too often like the old story of Scolastiko's carrying about a specimen brick of the house which he had to sell. Then came annotated school classics. Obliging editors tell the pupils at the bottom of the page exactly what he is to see in the text above; what the author means to say, and why he said it in this way rather than that, and what made him say it at all, and what critic this and critic that thinks about the passage, and about the author in general. Even the meaning and the pronunciation of ordinary words is given, so that the pupil shall be saved all possible necessity of looking or observing for himself.

It is well here to notice the very obvious distinction between teaching the language and teaching literature. One does not imply the other. It by no means follows that a linguist is an adept in literature. A grammarian is not so likely to be a good judge of literature as one who has less regard to form and textual criticism. It is through language that one apprehends literature, but the means may stand in the way of the end. An officer who was the best in his regiment in Hardee's tactics was not always a good fighter. Vivid imagination, good taste, the appreciation of the highest and best in books, does not come from critical study of forms or roots or derivations. Rhetoric does not always lead to the enjoyment and realization of the best in reading. And yet good English is necessary to the full enjoyment and comprehension of good style; and with the present condition of English teaching in our schools, the high school teacher can not ignore language teaching, and confine himself to literature. He must magnify it the more because it is so neglected and despised. I say it deliberately, both with sorrow and anger, there is nothing in our whole school course to which the public are so utterly indifferent, nay, even so hostile, as to good English. Let a pupil become critical in pronunciation and say the right thing instead of the wrong thing at home, and in forty-nine families in fifty he will be sneered at as being too finical for common use. Let him avoid slang, he will be derided as stiff and formal, not only by his mates, but often by his parents. If we teach a false multiplication table, the whole community denounces our ignorance. But if we say "you was," and "kinder hard;" if we "guess" when we should think, and say "how" when we mean what, a sympathizing public forgives us; in fact, often expresses its preference for the inaccurate form. I know a man who has drunk chicory till he prefers it to coffee; and a majority of people are thus inclined toward language. Gail Hamilton in "Wool Gathering" speaks of a *setting* hen. She adds, in parenthesis, "I know, of course, that it ought to be *sitting;* but I am not going to expose myself among common people." If you doubt this, say that the coat or dress *sits* well; and notice the surprised, the amused, or the disgusted look that your listeners will assume.

Still more, slang, in its coarser and more vulgar forms, is justified by current use, even among intelligent people. I do not mean the "awful nice," and the "dreadful funny," which often indicate mere poverty of language; but rather the coarse, disgusting metaphors borrowed from the vocabulary of the ignorant and the vulgar; such as "bully," "mash," "rats," and other vulgarisms which I hear sometimes from lips which they become as little as profanity or obscenity. Half of current profanity is the attempt to be emphatic without knowing how. The youth of a certain age, culture and calibre has only one or two adverbs at his command: so everything, good, bad, or indifferent, is "dam." It is his ignorance more than his irreverence which he so freely advertises. As Mons. Jourdain talked prose all his life without knowing it, so some people talk slang all their lives without realizing it. There is a story that a certain father was determined to have his son leave off the use of slang. "You may just bet your boots, young man, this thing is going to stop. You can't run this ranch yet; and if you don't dry up, I'll soon make you sick." This is good enough of its kind to be true.

There is no point upon which the newspapers criticise the schools more severely than in respect to their teaching of English. Accepting much of this as just, we must yet say that newspaper English is not generally of that kind which we should be likely to select as the basis of good teaching. We who have had our pupils go out as newspaper men are reasonably sure that it is not the best of them in style who become reporters or editors. It is rather those who can dress a bit of news up in popular language, regardless of literary excellence or of form.

The persistent belittling of grammar in our school courses has borne fruit in the neglect of English. Forbidden to use textbooks, sometimes by school authorities, sometimes by the pressure of opinion, certain teachers have given their energies, or rather their time, to so-called language lessons, and the outcome has been childish and trivial English. As attacks upon the spelling-book have put good spelling among the lost arts, attacks upon grammar have made good English unpopular.

But the most efficient cause of lack of ability to appreciate literature is the reading of our pupils. They read too much; they read too carelessly; and they read constantly books which are no books. The multiplication of so-called children's books and papers is by no means an unquestionable good. Our youth read exciting stories in which the incident is everything and the style is nothing. They read books which have absolutely no literary character; which no more belong to any form of recognized good English than the advertisements of Pears' soap, which some one suggests is manufactured principally to encourage originality in writers of puffs. I do not mean the positively bad books; but the books which abound perhaps as much in Sunday-school libraries as anywhere else; books written to sell; destitute alike of good plot, good English and good sense; books such as "retired clergymen whose sands of life have nearly run out" write to order for religious publishing houses; which no reader ever remembers an hour after reading; from dozens of which no one can extract a single passage which is worth remembering for its sentiment or form. These books have no more resemblance to literature than a penny chromo has to the Angelus; or a child's hammering on a coal-hod with a poker has to music. An appetite for stories is often like an appetite for candy; it spoils the intellectual digestion, and affords no nourishment. The dilution of history and the drama to the supposed level of the child's intellect is often pitiable.

Then we can not disguise the fact that there is an infinite amount of absolute drudgery required in teaching good English. We are never sure that our pupils have attained it till they habitually write it. This requires more time on the part of both pupil and teacher than either is generally willing to give. The obvious remedy for this is to begin early; to train to the work continually; and to demand good English in every exercise. Our examinations in all subjects must be lessons in English. The teacher of science or of mathematics must insist upon accurate expressions and upon the mechanical correctness of the exercise as much as the teacher of language. Unless this be so, the pupil will regard good English as a party dress, to be worn only on special occasions, and packed away when the occasion has passed. The teacher of language should be allowed reasonable time to correct papers, and to impress points to be made upon the class, so that the same mistake will not be repeated again and again.

Much effort has been properly expended of late in introducing a great deal of reading of standard authors into grade work below the high school. This rightly directed will be of great service. I can not help feeling, however, that some teachers in their zeal to do good have too far anticipated the work of the high school; and that books which tax the thought of adults have been forced upon young children. At a Browning commemoration last winter in Chicago, a class of young children, I think of the sixth grade, was introduced to prove that young children can comprehend an author who is popularly held to be the most obscure of all English poets. The children certainly knew more about Browning than the average man or woman of ordinary taste and education; they could give quotations which had to them a definite meaning; but if such writings as Browning's are to be used as milk for babes, I do not know what is to be reserved for meat for strong men.

My friend who has preceded me once said in regard to a certain teacher of literature in his school, "Her pupils know what is in the book, and they know what Miss ——— thinks about it; and that is all." I presume this is the experience of many elsewhere.

Much stress is laid by certain teachers upon the author's personality. Little details about his home and its surroundings, his

wife and his children, his study and his hours of work, are insisted upon as if these things were of great value. I saw at the exhibit of the National Association at Chicago a class exercise upon Longfellow, in which the pupils had written out page after page of little bits of miscellaneous information about the poet, and generally illustrated their work with drawings of the house in which he lived, the old elm, the old clock on the stairs, the chair which the children presented him, the spreading chestnut tree, and other material of this sort. Now, so far as any true teaching of literature is concerned, I regard all this as lost time. The six or eight hours of close work which some of these elaborate papers cost would far better have been devoted to reading more of the poet's work, and in developing a personal interest in the author by making the child feel an interest in what he said. And so far as learning the opinions of others is concerned, the bane of our teaching is the constant attempt to extinguish original thinking. The learner must first think for himself. While the habit of judgment is in formation, a pupil's crude, imperfect judgment is better than an excellent judgment memorized and quoted as the pupil's own opinion.

The only efficient way of teaching literature is to read books of literary merit, either in class or under careful supervision, and by reading and questioning to awaken the perception of meaning, force, judgment, taste, style, and everything else that pertains to the full comprehension and enjoyment of an author. We are to read authors; not books about authors. Not until we have learned to read aright both the outer and the inner thought of an author do the general facts of his life assume anything of special interest and value. Let me illustrate my meaning with the Pilgrim's Progress. I read it first as a little child; with that interest which makes it the chief of all allegories. Christian was to me a person, not an impersonation; and my heart throbbed for him when Giant Despair had him in his dungeon, and rejoiced in his deliverance as in the safety of a friend. I read him again in my early religious life; with a deeper realization of his allegory, and a profounder sense of his spiritual insight. Later still, I sought the secret of his power. How could the Bedfordshire tinker, the man of one book, the preacher to illiterate sectaries, be such a writer as to move men who care little for religion, and whose own education and habits incline them to other views of religion and of life? Then and not till then did I realize that in "Grace Abounding," his own autobiography, lies the key to his visionary power, to his vivid portrayal of the power of sin, to the Slough of Despond and the dungeons of Doubting Castle. Then the history of his times became significant. In Jeffreys and his court, I saw the originals of the memorable trial of Faithful at Vanity Fair. Then I read "Piers Plowman," with more interest; and found pleasure in the thought that Bunyan as a boy might have heard, on his own Malvern Hills, the old Saxon lay recited by those who had learned it from some who remembered the days when it was heresy and possible death to repeat it. In the history of the Parliamentary Wars, I could see whence the Puritan soldier derived the military setting of the "Holy War." In other words, I first learned to admire the book; then to feel interest in the man; then to study his personality, and his relations to his own times as valuable in helping me to comprehend the man and his work.

I was intensely interested also in Paradise Lost, before I knew whether John Milton was living or dead; Englishman or American; royalist or republican. I apprehend that something like this is the only true literary method: first the author's work; then his personality, provided there is sufficient interest developed in his work to make it worth while to study him further; then the relation of the man to his times, to religion, to politics, to all that made him what he was. Now to reverse this order, and to give the chronology, the personality, the friendships of the man, to Boswellize him before we know him, is not the way to reach most minds. A few with extraordinary memories seem to keep everything of this sort on hand till called for, no matter when or how acquired; but the majority remember only by associations which are best derived from the author's own familiar words.

This making of an author's acquaintance through his works indicates, to a certain extent, the proper method of study. The early study of literature should not be too exhaustive, lest it defeat its own purpose. To compel a child making his first acquaintance with a good book to dwell too long on a single page deadens his interest, and robs him of that which he needs the most. I am sure that in my first teaching I often erred in this direction. In the latter part of a high school course something of this ex-

haustive work may be done, rather as a guide to critical study than as a work to be long continued.

Now the question, where does the work of the high school in English properly divide form the work of the lower grades? cannot be answered definitely. It depends upon what has been done rather than on what ought to be done. Very often the first real literary reading will be done in the high school. The proportion of time required to be spent in bringing up the pupil's English to a good working standard will vary. The average age of pupils admitted to the high school varies; and the intelligence of the community, the presence or absence of a public library, the supply of reference books available in school for the use of pupils, must also be considered. No one school can be a law to other schools in this respect.

A library of some sort is a necessity in doing even fair work. This library need not be a very costly one; but it should be a working one. The Encyclopædia Britannica is not worth one-tenth as much for a literary reference work as a half-dozen books which can be obtained for one-tenth of its cost. Allibone's Dictionary of Authors is not a book of great value to beginners in English literature. Wheeler's Dictionary of the Noted Names in Fiction, Bulfinch's Age of Fable, The Reader's Hand Book, a Biographical and a Classical Dictionary, besides an Unabridged of some sort, with Chambers' Cyclopædia of English Literature, costing altogether less than $40, make a good foundation for work. In addition, such books as Bryant's or Dana's collections of poetry, Emerson's Parnassus, Knight's Half Hours with the Best Authors, Stedman's American Literature, are very valuable. We need the complete poems of our best American authors, Longfellow, Whittier, Lowell, Holmes, and as many others as we can afford. Essays and orations must represent prose, except what we add to the library for historical uses. Novels must not be too numerous, and must be selected with care. Shakespeare complete will be required, and a few other dramas may be found, such as Richelieu. Quality and not quantity should be sought.

Another question of interest is how many books and what books to read. I cannot share in the condemnation which I frequently hear of school readers; because I find that in my own school library, every school reader and speaker is read by choice and preference, through and through. I recall my own indebtedness to Porter's old Rhetorical Reader, and to Pierpont's North American First Class Book, and other readers of sixty years ago which possessed positive literary value. Nor do I think that it is necessary, or even profitable, to read the whole of many books of which certain portions are profitable. I regard one or two books of Paradise Lost as excellent reading for my older pupils; but I would not judge it best to read the whole poem. There are many authors whose best is comprised in a short space. What of Coleridge is particularly valuable in comparison with The Ancient Mariner? What of Keats after the Eve of St. Agnes, and the opening of Endymion? How many essays of Bacon are profitable after that on Books? An author whose range is wide, whose songs are in many keys, may require a greater variety; but many authors are seen at their best in one short selection. But one who undertakes to measure Robert Burns by the Cotter's Saturday Night on the one hand, or by Holy Willie's Prayer on the other, has a very imperfect measure of the peasant bard.

With such lists of books to select from as are to be found on the catalogues of Houghton, Mifflin & Co., or of Effingham, Maynard & Co., or of the Alden Publishing Company, the cost of material for literary work is hardly worth mentioning. From either list enough books may be secured for a dollar to give a whole year's profitable work. Still, I am assured by some teachers that even this small outlay is met with objections from parents. In that case a school board may be induced to supply the requisite number of texts for class use.

Having tried the fully annotated editions and the simple text without note or comment, I decidedly prefer no notes at all to a profusion of notes. I especially abominate for class use those editions in which the notes are printed on the same page with the text. Whatever reference books may be used for outside study, for recitation purposes I prefer the simple text.

In no study of the school does the art of questioning play a more important part. Here, certainly, the old Latin proverb that a sensible question is half of knowledge, justifies itself. Trivial, unmeaning questions waste time and insult the intelligence of the pupil. I have seen a school edition of Bryant, of the made-to-sell kind, in which there were printed out at length, for the use of teachers, a hundred times, such questions as, "What is said in the seventh

stanza? What does the poet say about Truth, in the last stanza?" On the other extreme are such questions as, "How does Milton's view of Satan compare with Dante's?" "What political reference in Milton's "Sport with Amaryllis in the shade, or with the tangles of Naeera's hair?" The skilful teacher should possess the taste, the judgment, the common sense, to ask such questions as lead the pupil at once to fix his thoughts upon the great and important fact of a passage under consideration; to pluck out the heart of the mystery, if mystery there be; to seize the commanding point of the whole position. Elwood used to read to Milton in Latin, and the poet could detect by his lack of emphasis or of expression whenever the reader failed to get the sense of the passage. What does Emerson mean when he says, "Hitch your wagon to a star?" What do you notice in Tennyson's

> "His honor rooted in dishonor stood;
> And faith unfaithful kept him falsely true?"

What does Lowell mean when he calls Lincoln "the first American?" or Tennyson when he calls Wellington "The last great Englishman?" What does Milton mean when he calls Fame "That last infirmity of noble minds?" Explain what Whittier means when he says,

> "Alas for him who never sees
> The stars shine through his cypress trees."

Why does Mrs. Browning say that the peoples of Europe "cursed the corn that grew rankly to bitter bread on Waterloo?" Why, that after the fall of Napoleon, "Kings crept out again to feel the sun?"

Such questions as these, adapted to the age of the pupil, the character of the author read develop thought, and aid in fixing that habit which is the chief end of all our teaching, to train our pupils to read closely, intelligently and appreciatively—to extract the soul of a poem of a book rather than to anatomize it.

What authors shall we read? I do not attempt to answer authoritatively. As Kearney said at Seven Pines, "There's lovely fighting all along the line." The books which you have found most helpful in your own literary training are most likely, in your hands, to be the best for the pupils whom you teach. If you have ever read Lubbock's "Best Hundred Books," or any list ever prepared by any one, you have found books which are unknown to you, and books which when you read were of no value. So of any list which may be prepared for school reading. It may not be best for you to teach, or for your pupils to read under your direction.

I am willing, however, to give what I have found to be most profitable in my own experience.

I am old-fashioned enought to use a reader one term in the first year, and one term in the second year of my course. I take Bullfinch's Age of Fable one term of the second year as a valuable work on mythology, and as a suggestive book in many directions. I read the best of Whittier, Longfellow and Lowell; never omitting "Snow Bound," and "The Vision of Sir Launfal," and with all deference to Brooklyn teachers, "The Building of the Ship." "Macaulay's Lays of Ancient Rome," and one or more of his essays are usually read. "Webster's Reply to Hayne" and his Bunker Hill orations are among our prose. Of Shakspeare generally two plays; usually the "Merchant of Venice" for comedy, and "Julius Caesar," "Hamlet," or "Macbeth" for tragedy. Scott's "Marmion" is sometimes read. Coleridge's "Ancient Mariner," Keat's "Eve of St. Agnes," Milton's minor poems, and one or two books of "Paradise Lost," Spenser's "Philosophy of Style," Tennyson's "Palace of Art," "Elaine," "Locksley Hall," and the "Princess;" Byron's "Childe Harold," and the Prologue to the "Canterbury Tales" are read in class. Emerson, Ruskin and DeQuincey represent modern essayists. Besides this pupils read and report upon books which are indicated to them. For example, one pupil last year gave a paper on Moore's "Utopia," another in connection on Bacon's "New Atlantis," and a third on Bellamy's "Looking Backward." Sometimes I require each member of the claas to prepare himself upon a play of Shakspeare upon which he is to instruct the class, who are at liberty to question and to criticise. I have no stereotyped set of authors or of questions. For some reasons I prefer to change authors to some extent from year to year, lest one class may draw too much upon its predecessors.

In general I may say that in the first year of the high school our work is largely directed to language and construction; in the second to the rhetorical relations of literature, to figures, metres and form of composition; in the third year to plot, characters and peculiarities in choice and arrangement of words; in the fourth, when for the first time we use any formal text-book, to the historical development of the language, and

to the relations of our own to other languages. When we read "Chaucer" in the senior year, there are always in the class some who have studied Latin, Greek, French, or German—one language, at least, and often two; so that we can compare idioms and touch upon derivation with interest and profit. I may say that our pupils all take English history in the first year of our course, and that nothing can well be done with the historic development of the language unless the main facts of English history are familiar. I may also say that no member of the school is excused from the English work. No other study is so strongly insisted upon.

I am planning this year to give the senior class lectures upon the literature of other nations. These are for the purpose of saving time. For example, my class is now reading "Paradise Lost." When we have finished it, I intend to give one or two lectures upon "Dante," comparing the Catholic poet with the Puritan, and showing what each borrowed from the great epics of Greece and Rome. These lectures will naturally widen their range of thought, and help in introducing them into the great world of universal literature.

Let me say in conclusion that no one part of our course can be entirely divorced from another. The early years must anticipate; the later review. Take figures of speech, for example. The pupils must early learn the principal figures, in advance of some full course of instruction. A senior class can not read Milton to advantage without frequent attention to his grammatical constructions.

No work of the school room seems to me to be so influential in its outcome as our work in literature. My pupils of thirty-five years ago do not often speak when I meet them of my instruction in mathematics or in science, or in Latin or Greek; but again and again I am thanked for having opened their eyes to see what beauty and power lie in the realms of books. To many their first appreciation of a great and good book has been like Keats' experience on first reading Chapman's Homer:

> Then felt I like some watcher of the skies,
> When a new planet swims into his ken;
> Or like stout Cortez when, with eagle eyes,
> He stared at the Pacific—and all his men
> Looked at each other with a wild surmise—
> Silent, upon a peak in Darien."

If our pupils pass out of our high schools "blind to Homer, deaf to Milton, dead to Shakespeare," it is a sad, sad loss to them and a shame and a disgrace to us.

THADDEUS STEVENS.*

BY CHARLES SUMNER.

THE visitor, as he paces the corridor leading to the House of Commons, stops with reverence before the marble statues of the men who, during two centuries of English history, adorned that famous chamber. There are twelve in all, each speaking to the memory as he spoke in life; beginning with the learned Selden and the patriotic Hampden; with Falkland, so sweet and loyal in character; Somers, so great as a defender of constitutional liberty; and embracing in the historic group the silver-tongued Murray; the two Pitts, father and son; Fox, always first in debate; and that orator whose speeches contribute to the wealth of English literature, Edmund Burke.

In the lapse of time, as our history extends, similar monuments may illustrate the approach to the House of Representatives, arresting the reverence of the visitor. If our group is confined to those whose fame has been won in the House alone, it will be small; for members of the House are mostly birds of passage, only perching on their way to another place. Few remain so as to become identified with the House, or their service there is forgotten in the blaze of other service elsewhere, as was the case with Madison, Marshall, Clay, Webster and Lincoln. It is not difficult to see who will find a place in this small company. There must be a statue of Josiah Quincy, whose series of eloquent speeches is the most complete of our history before Webster pleaded for Greece; and also a statue of Joshua R. Giddings, whose faithful championship of freedom throughout a long and terrible conflict, makes him one of the great names of our country. And there must be a statue of Thaddeus Stevens, who was, perhaps, the most remarkable character identified with the House, unless we except John Quincy Adams; but the fame of the latter is not that of a Representative alone, for he was already illustrious from various service before he entered the House.

All of these hated slavery, and labored for its overthrow. On this account they were a mark for obloquy, and were generally in a minority. Already compensation has begun. As the cause which they upheld so bravely is exalted, so is their fame. By the

* Remarks of Charles Sumner in the United States Senate, December 18, 1868.

side of their far-sighted, far-reaching and heroic efforts, how diminutive is all that was done by others at the time! How vile the spirit that raged against them!

Stevens was a child of New England, as were Quincy and Adams; but after completing his education he found a home in Pennsylvania, which had already given birth to Giddings. If this great central State can claim one of these remarkable men by adoption only, it may claim the other by paternity. Their names are among its best glories.

Two things Stevens did for his adopted State, by which he repaid largely all her hospitality and favor. He taught her to cherish education for the people, and he taught her respect for human rights. The latter lesson was slower learned than the former. In the prime of life, when his faculties were in their highest vigor, he became conspicuous for earnest effort, crowned by the most persuasive speech, whose echoes have not yet died away, for those common schools, which, more even than railroads, are the handmaids of civilization, besides being the true support of republican government. His powerful word turned the scale, and a great cause was won. This same powerful word was given promptly and without hesitation to that other cause, suffering then from constant and most cruel outrage. Here he stood always like a pillar. Suffice it to say that he was one of the earliest of abolitionists, accepting the name and bearing the reproach. Not a child in Pennsylvania, conning a spelling-book beneath the humble rafters of a village school, who does not owe him gratitude; not a citizen, rejoicing in that security which is found only in liberal institutions, founded on the equal rights of all, who is not his debtor!

When he entered Congress it was as champion. His conclusions were already matured, and he saw his duty plain before him. The English poet foreshadows him when he pictures

> One in whom persuasion and belief
> Had ripened into faith, and faith become
> A passionate conviction.

Slavery was wrong, and he would not tolerate it. Slave-masters, brimming with slavery, were imperious and lawless. From him they learned to see themselves as others saw them. Strong in his cause and in the consciousness of power, he did not shrink from any encounter, and, when it was joined, he used not only argument and history, but all those other weapons by which a bad cause is exposed to scorn and contempt. Nobody said more in fewer words, or gave to language a sharper bite. Speech was with him at times a cat-o'-nine-tails, and woe to the victim on whom the terrible lash descended.

Does any one doubt the justifiableness of such debate? Sarcasm, satire, and ridicule are not given in vain. They have an office to perform in the economies of life. They are faculties to be employed prudently in support of truth and justice. A good cause is helped if its enemies are driven back; and it cannot be doubted that the supporters of wrong and the procrastinators shrank often before the weapons he wielded. Soft words turn away wrath; but there is a time for strong words, as for soft words. Did not the Saviour seize the thongs with which to drive the money-changers from the temple? Our money-changers long ago planted themselves within our temple. Was it not right to lash them away? Such an exercise of power in a generous cause must not be confounded with that personality of debate which has its origin in nothing higher than irritability, jealousy, or spite. In this sense, Thaddeus Stevens was never personal. No personal thought or motive controlled him. What he said was for his country and mankind.

As the rebellion assumed its gigantic proportions, he saw clearly that it could be smitten only through slavery; and when after a bloody struggle it was too tardily vanquished, he saw clearly that there could be no true peace except by founding the new government on the equal rights of all. And this policy he urged with a lofty dogmatism which was as beneficent as uncompromising. The rebels burned his property in Pennsylvania, and there were weaklings who attributed his conduct to the smart at his loss. How little they understood his nature! Injury provokes and sometimes excuses resentment. But it was not in him to allow a private grief to influence his public conduct. The losses of the iron-master were forgotten in the duties of the statesman. He asked nothing for himself. He did not ask his own rights, except as the rights of man.

I know not if he could be called an orator; perhaps, like Fox, he were better called a debater. And yet I doubt if words were ever delivered with more effect than when, broken with years and decay, he stood before the Senate, and in the name of the House of Representatives, and of all the people of the United States, impeached Andrew Johnson, President of the United States, of high crimes and misdemeanors in office. Who can forget his steady, solemn

utterance of this great arraignment? The words were few, but they will sound through the ages. The personal triumph in his position at that moment was merged in the historic grandeur of the occasion. For a long time, against opposition of all kinds, against misconceptions of the law and against apologies for transactions without apology, he had insisted on impeachment; and now this old man, tottering to your door, dragged the Chief Magistrate of the Republic to judgment. It was he who did this thing; and I should do poor justice to his life if on this occasion I failed to express my gratitude for the heroic deed. His merit is none the less because other influences prevailed in the end. His example will remain forever.

In the House, which was the scene of his triumphs, I never heard him but once: but I cannot forget the noble eloquence of that brief speech. I was there by accident just as he rose. He did not speak more than ten minutes; but every sentence seemed an oration. With unhesitating plainness he arraigned Pennsylvania for her denial of equal rights to an oppressed race, and rising with the theme, declared that this State had not a Republican government. His explicitness was the more striking because he was the Representative of Pennsylvania. I presume the speech will be found in the *Globe*. Nobody who has considered with any care what constitutes a Republican government, especially since the definition supplied by our Declaration of Independence, can doubt that he was right. His words will live as the courageous testimony of a great character on this important question.

The last object of his life was the establishment of equal rights throughout the whole country by the recognition of the requirement of the Declaration of Independence. I have before me two letters in which he records his convictions, which are, perhaps, more weighty, because the result of most careful consideration, when age had furnished experience and tempered the judgment.

"I have," says he, "long, and with such ability as I could command, reflected upon the subject of the Declaration of Independence, and finally have come to the sincere conclusion that universal suffrage was one of the inalienable rights intended to be embraced in that instrument." It is difficult to see how there can be any hesitation on this point, when the great title-deed expressly says that our governments derive their just powers from the consent of the governed. But this is not the only instance in which he was constrained by the habits of that profession which he practised so successfully. A great Parliamentarian of France has said: "The more one is a lawyer the less he is a Senator." *Plus on est avocat moins on est Senateur.* If Stevens reached his conclusion slowly, it was because he had not completely emancipated himself from that technical reasoning which is the boast of the lawyer rather than of the statesman. The pretension that the power to determine the "qualifications" of voters embraced the power to exclude for color, and that this same power to exclude for color was included in the asserted power of the States to make "regulations" for the elective franchise, seems at first to have decided him; as if it was not insulting to the reason, and shocking to the moral sense, to suppose that any unalterable physical condition, such as color of hair, eyes, or skin, could be a "qualification," and as if it was not equally offensive to suppose, that under a power to determine "qualifications" or to make "regulations," a race could be disfranchised. Of course, this whole pretension is a technicality set up against human rights. Nothing can be plainer than that a technicality may be employed in favor of human rights, but never against them. Stevens came to his conclusion at last, and rested in it firmly. It was his final aspiration to see it prevail. He had seen much for which he had striven embodied in the institutions of his country. He had seen slavery abolished. He had seen the freedman lifted to equality of political rights, by act of Congress; he had seen the colored race throughout the whole land lifted to equality of civil rights, by act of Congress. It only remained that he should see them throughout the whole land lifted to the same equality in political rights; and then the promises of the Declaration of Independence would be all fulfilled. But he was called away before this final triumph. A great writer of antiquity, a perpetual authority, tells us, that, "the chief duty of friends is not to honor the departed by idle grief, but to remember their purposes, and to carry out their mandates." These are the words of Tacitus. I venture to add that we shall best honor him whom we now celebrate, if we adopt his aspiration, and strive for its fulfillment.

It is as a defender of human rights, that Thaddeus Stevens deserves our homage. Here he is supreme. On other questions he erred. On the finances his errors were signal. But history will forget these and

other failings, as it bends with reverence before those exalted labors by which humanity has been advanced. Already he takes his place among illustrious names, which are the common property of mankind. I see him now, as I have often seen him during life. His venerable form moves slowly and with uncertain steps; but the gathered strength of years is in his countenance, and the light of victory on his path. Politician, calculator, time-server, stand aside! A hero-statesman passes to his reward.

FREE TEXT BOOKS.

TEACHERS are equally interested in this book problem. No man in Nebraska wants books of an inferior quality. We want the best books at the least possible expense to the people.

The thoughtful person sees three possible solutions of the question: (1) State publication; (2) state uniformity and contract; (3) district ownership of books, to be loaned to the pupils, free. The first plan has been tried in California, and the books printed by the state cost the patron more money (not counting his taxes that he had already paid for printing them) than do similar books in Nebraska. The plan is not satisfactory to the teachers or patrons of California. The State Superintendent advises other states not to adopt the plan.

The second possible solution (State contract), as is shown in the January number of this *Journal*, has not cheapened the price of good books. It is ridiculous for a legislature to fix the price at which publishers *must* sell their books. It would be just as reasonable to try to make Claus Spreckels agree to furnish sugar at a lower price for this state. The state contract plan at a fixed price has resulted in the adoption of inferior books; when no price has been fixed, the state has secured the books at wholesale price, which can be secured by the smallest district in Nebraska.

The third solution is that of *district ownership* of *books*—selected, adopted, and purchased by the district board, and furnished free to all pupils. This plan meets the approval of almost all the teachers in Nebraska. It has many advantages over the other plans, aside from the fact that it is by far the cheapest. (1) All pupils are supplied with books on the first day of school; (2) the books for each school are of a uniform series; (3) pupils can be changed more readily from one class to another; (4) it insures better attendance of all, and particularly of the poor pupils; (5) books last longer as a rule than with individual purchase; it trains pupils in the care of public property; (6) makes possible better classification of pupils.

Now as to the question of economy. Under the present system a United States history, for instance, that wholesales at 80 cents will retail at $1.00. Suppose we organize a class of twelve—buy that number books at an aggregate cost of $12. Grant that next year half the books are brought back by younger members of the families, and that six new books must be bought by other parents for their children at a cost of $6. Thus at the end of five years the patrons have paid out $36. Under the state contract system the book is bought at wholesale and sold at cost. The book costs 80 cents; twelve of them cost $9.60. As before, admitting that half the supply is retained each year by younger members of the family and half must be bought new at a cost of $4.80, we have spent at the end of five years $28.80. Under the district ownership system the twelve books are bought by the board at 80 cents each or a total cost of $9.60. Now as these books will last, with proper care, in this grade from six to ten years, the district has paid out at the end of five years only $9.60, while the other districts have paid out $36 and $28, respectively. In these schools nothing is shown for all this expenditure. On the other hand, the last district has twelve books that are good for another period of five years. No other plan will compare with this from the point of economy.

Every school officer or teacher knows that a district can buy books as cheap as can the state. They know that publishers have for several years made a clause in all contracts which provides that if at any future time prices be made lower, this particular district shall have the benefit of said reduction. Thus if a reduction were made for Nebraska the same cut would have to be made for Chicago, New York, and all school boards in the United States, as well as with six or eight states that have state contracts at wholesale prices. This plan brings the district in direct communication with its publishers—no middle men, are needed. It takes no machinery, no committees.

When we grant districts the right and privilege of buying and *owning* books for free use of pupils, not a single argument remains for state or county uniformity. Either of these plans means a confiscation of a certain amount of property now in the hands

of the pupils of the state. It is estimated that the total value of all books used in our schools to-day is nearly $300,000. If one series of books be adopted by the state, we confiscate all the balance. All schools not using the prescribed books must exchange their books within a certain time at one-fourth their value for the new books. The same is true, although in a smaller degree, for a county. We believe this whole matter should be left with the district boards, where it belongs. They will know their wants, and will not be compelled to change, but can begin gradually to buy supplies of the books already used in the school. Thus the first purchases will be light—increasing the tax but very little.

Again, uniformity in a county or state is objectionable from an educational standpoint. It would be a great misfortune for teachers and children were one series of books adopted for the state. It would be almost as bad for a county to take such a step. It is narrowing in its influence. We need variety rather than uniformity. If a child remove from one district to another or from one county to another, he takes no books with him—the change costs him nothing. If he is made to use different books, so much the better. We believe the best plan is the simplest one. This system needs no committees.

We give here an extract from the report of the State Board of Education of Massachusetts for the year ending December, 31, 1888:

FREE TEXT-BOOKS.

Chapter 103 of the Acts of 1884 provides that the school committee of every city and town shall purchase, at the expense of such city or town, text-books and other school supplies used in the public schools, and said text-books and supplies shall be loaned to the pupils of said public schools free of charge, subject to such rules and regulations as to care and custody as the school committee may prescribe.

Chapter 161 of the Acts of 1885 provides that school committees may procure, at the expense of said city or town, in accordance with appropriations therefor previously made, such apparatus, books of reference, and other means of illustration as they deem necessary for the schools under their supervision.

The advantages of the free text-book system are:

1. Economy in time and money. Under the present system the schools may be, on the first day of the term, equipped with all necessary means of study. This prevents the long delays that were formerly experienced in organizing the classes, and enables the teacher to make a better classification of his school. Experience has proved that the expense of books and supplies, by the new method of purchase, is reduced nearly one-half.

2. The new system furnishes a good occasion for training the children to take good care of those things not their own, but which they are allowed to use.

3. It seems, by the returns, to have increased the attendance upon the schools more than ten per cent.

4. The public schools of the state are now literally free schools, offering to all, on the same free terms, the advantages of a good public school education. —*Nebraska Teacher.*

ANALOGIC.

BY REV. CHARLES BEECHER.

ANALOGIC is nature's logic. Proportion is nature's syllogism. Reasoning from analogy is Nature saying a thing over twice in her sign language; "books in the running brooks, sermons in stones, and good in everything." Analogy, we are told, is "similarity of relations"; "a resemblance of ratios." It implies four terms, the relation between two of which is said to be like the relation between the other two. The analogic formula, therefore, is

$$a : b :: x : y$$

The mere direct likeness of two things may sometimes be called analogy, but the best usage conforms to the definition above given. Thus the editor of Butler's Analogy, in his preface, remarks: "'All things are double, one against another; and God has made nothing imperfect.' On this single observation of the son of Sirach, the whole fabric of our prelate's defense of religion in his Analogy is raised. He first inquires what the constitution of nature, as now made known to us, actually is, and from this he endeavors to form a judgment of that larger constitution which religion discovers to us." Here "the constitution of nature," a known relation, may be represented by a : b, and "the larger constitution," an unknown or less known relation, by x : y; and the copula "so is" is the logical inference from the concealed promise of Nature's great enthymeme. The universe is one, and governed by the law of continuity and congruity.

To study Analogy is to study relations, to individualize them, to compare them. This is difficult because it is so easy. The mind runs riot. Fancy outstrips judgment. Every object seems to dissolve itself into relations. Society is a meshwork of relations; so is the material system; so the universe.

Education is largely concerned with noticing particular relations. The multiplication

table is an admirable *resumé* of numerical relations; the diatonic scale, of musical relations; clocks measure time relations; thermometers and barometers, atmospheric relations; steelyards, weight relations; and genealogical tables, rich relations and poor relations.

In practical life men acquire skill in measuring relations of time, space, weight, color, number, musical chords, etc. So through the range of categories, men form the habit of abstracting particular relations from the infinite complexity. Then comes comparison. We compare relations in the same category, and relations in different categories. We compare color with color, shape with shape, size with size, tone with tone, chord with chord, learning to estimate direct resemblances. We then go on to compare relations in different categories, color with sound, sound with motion, form with character, outward with inward; and the more unlike the categories from which the relations are selected, the more striking becomes the analogy. What more unlike than mere place and sound? Yet sounds are long and short, high and low. Geometry and ethics are in widely removed categories, yet rectitude is a straight line, and uprightness a perpendicular. Sound and color are very unlike, yet "what meaning," says Herr Teufelsdröckh, "lies in color! From soberest drab to the high flaming scarlet, spiritual influences unfold themselves in choice of color."

It is a law of nature, as real as the reflection of sky and lake. The resemblance of unlikest things in their doubleness, in their parallelism, comes upon us with all the force of a new discovery. It makes us laugh. It thrills us with wondering delight. Relations in the mineral kingdom resemble relations in the vegetable kingdom; these, others in the animal; these, others in the social, intellectual, moral; each sphere or kingdom furnishes rudiments of language for the next higher or neighboring, and thus to a large extent human language is built up. Chemistry one might describe as frozen numerical ratios. Crystals are petrified geometry. Metaphors are analogic enthymemes. Language is metaphor, recent or fossil. Prosaic or literal terms are metaphors that have forgotten their pedigree. Profanity is the "rotten diction" of unbelief; cant, the "rotten diction" of belief. Slang, like some mushrooms, is edible but poisonous.

The grand analogies of nature and spirit, to those who believe in God, are easily accounted for. The Father having something to say to his offspring, provides a language with which to say it. No principle of law, or natural selection, suffices to account for the fact that the material universe is a complex analogon of thought, emotion, character.

The universe is one. The same laws of life prevail, with variations according to environment, in all worlds. The same laws of thought, the same moral and ethical laws prevail. The universe is, morally speaking, one body, and the health of each member is important to the health of all. If one faintest star in the galaxy be invaded by selfishness and suffering, the whole creation groans with it. Nature says many things which men have not yet heard her say. Take pains for each other, as I take pains for you, is her deepest lesson. The chiming spheres chant on, but our dull ears scarce catch the rhythmic vibrations. Out of the belfries of heaven come, every quarter of an hour—every minute, indeed—phrases of quainter, more chromatic harmony than the nocturnal chimes of Anvers.

Hush, delirious world! Hush and listen! —*Andover Review.*

MORAL USE OF MOUNTAINS.

BY REV. R. H. HOWARD.

IT is a matter of no surprise to me that those nurtured among mountains should come to feel a strong attachment to them, and should accordingly feel lonely while away from them. They have formed a sort of personal acquaintance with every bold peak visible from the old home. Each of these seems like an old and fast friend. In contrast with the mountain home, how naked, cheerless, uninteresting, seems the boundless level plain or prairie! Meantime, the quietness, immovability and gigantic proportions of these grand old piles,

"Unwasting, deathless, sublime,"

give one, while among them, a feeling of rest, security and strength. Their rocky ramparts, piled high in ponderous strata, like courses of cyclopean masonry on every side, rise as impregnable barriers about him, to constitute, as it were, his cot a fastness, and to defend him against all external harm.

One can hardly have been a close and accurate observer of all influences operative on human minds, I think, without having discovered the favorable tendency of mountain scenery upon the heart and life. Its influence is unquestionably to develop and

foster man's better nature, particularly sentiments of a patriotic, and virtues of a domestic character. It is true that the necessity of incessant toil and the rigors of the climate of mountain districts, as well as the remoteness of the mountaineer from the enervating and seductive influences of "fashionable life," may, in part, account for the latter's hardy, rugged, sturdy qualities. Yet there is doubtless something connected with the perpetual presence of lofty hills, that by inspiring one with sentiments of veneration and aiding one's aspirations to climb up toward that excellence which is forever above him, must prove eminently helpful morally.

A mountain land, for example, has ever been proverbial as "the nursing spot of freedom." The bandit and the brigand may, it is true, for a season, lurk or take temporary refuge among its wild glens, but it is extremely doubtful whether he can ever become really naturalized, so as to feel altogether at home there. I feel sure that everything he sees, as well as every sound he hears, from the cathedral music of the storm to the stillest voice that whispers through those solemn recesses, must remind him that he is an unwelcome intruder. For my own part, I am of the opinion that for a dissolute, licentious people to become entrenched among the mountains were quite impossible, because so unnatural. A rugged virtue, tireless energy, and an indomitable love of country, kindred and home, are quite uniformly, whether on the slopes of the Alps, along the valleys of the Tyrol, or amid the mountains of Grenada, the characteristics of the mountaineer. He may have to sing,

'Tis a rough land of rock and stone and tree—

an environment necessarily, to a great extent, shutting him out from the refining influences of literature and art; yet cannot he with just pride, add:

Here breathes no castled lord or cabined slave,
But thoughts and hands and tongues are free.

How strong is that instinct, so universal in the human breast, that recognizes in mountains friends of freedom, sentinels of liberty, monarchs standing grim and steadfast throughout all the ages, whose sympathies—do not their mighty, adamantine hearts sometimes throb with sympathy?—are on the side of humanity. This is illustrated in that well-known passage from Montgomery, where the returning exile is represented as hailing with rapture his native mountains:

Ye crags and peaks, I'm with you once again!
I hold to you the hands you first beheld,
To show they still are free. Methinks I hear
A spirit in your echoes answer me
And bid your tenant welcome to his home.
Again, O sacred forms, how proud you look!
How high you lift your heads into the sky!
How large you are; how mighty and how free!
You are the things that tower and shine; whose smile
Makes glad, whose frown is terrible; whose forms,
Robed or unrobed, do all the impress wear
Of awe divine. Ye guards of liberty,
I call to you,
I hold my hands to you;
I rush to you,
As though I could embrace you!

Again: Of all natural objects, mountains are confessedly the finest symbols of generous attainment. "By virtue of some secret provision of our nature, the grandest exercise of our faculties," observes Bishop Huntington, "seems to be that of looking upward." Hence, by common consent of all language, what is noblest and best is placed over us. Excellence is a height; greatness is an elevation; virtues are lofty. Prayer goes up. We improve as we ascend. Heaven is arched over our heads. Heroic souls scale the mount of God. In a word, both those divinest motions of our spirits, aspiration and veneration, are upward-looking. Those objects, therefore, that most impel one to look away from earth, above, beyond it, are obviously the highest incentives to high endeavor and all generous attainment. What true, lofty mind or thoughtful soul, but finds his largest satisfaction, not simply in surveying lofty hills for their own sake, however towering, but in letting his kindled and devout imagination travel far up along their glorious peaks, and thence pass on into that infinitude and mystery whither their glowing summits point?

One of the most memorable passages in Mr. Henry M. Stanley's late and singularly notable work, "In Darkest Africa," is that in which he describes his impressions on contemplating the august scenery of Ruwenzori, the loftiest peaks of the fabled Mountains of the Moon. "These brief views of superb Cloud King, as the Waconju fondly termed their mist-shrouded mountains, fill the gazer with a feeling as though a glimpse of celestial splendor had been obtained. While it lasted I have observed the rapt faces of whites and blacks set fixed and uplifted in speechless wonder toward that upper region of cold brightness and perfect peace, so high above mortal reach, so holily tranquil and restful, of such im-

maculate and stainless purity, that thought and desire of expression were altogether too deep for utterance. What stranger contrast could there be than our own nether world, with its savagery and war alarms and stains of blood-red sin, to the lofty mountain king, clad in its pure white raiment of snow, surrounded by myriads of dark mountains, low as bending worshippers before the throne of a monarch on whose cold white face were inscribed 'Infinity and Everlasting.' These moments of supreme feeling are memorable for the utter abstraction of the mind from all that is sordid and ignoble, and its utter absorption in the presence of unreachable loftiness, indescribable majesty, and constraining it not only to reverentially admire, but to adore in silence the image of the Eternal. Never can a man be so fit for heaven as during such moments, for, however scornful or insolent he may have been at other times, he now has become as a little child, filled with reverence and wonder before what he has conceived to be sublime and divine. True, we had been touched by the view presented from the mount called Pisgah—had been elated into hysteria when after five months in the depths of the forests, we once again trod the green grass, and enjoyed open and unlimited views of our surroundings; but the desire and involuntary act of worship were never provoked, nor the emotion stirred, so deeply as when we suddenly looked up and beheld the skyey crests and snowy breasts of Ruwenzori uplifted into inaccessible altitude, so like what our conceptions might be of a celestial castle, with dominating battlements, and leagues upon leagues of unscalable walls."

After perusing the foregoing, rivaling, let me say, anything to be found in the "Beauties of Ruskin," one can easily understand the deep philosophy, as well as supernal wisdom, underlying the fact that so many important Biblical events are associated with high heaven-pointing mountains. How naturally is the devout mind awestruck, when one thinks of the stranded ark on Ararat; when the Law thunders from Sinai; when Moses finds Nebo, and Aaron Mount Hor, the gate of heaven; when Jesus is transfigured on Hermon, and finally ascends to heaven from the higher slopes of Olivet.

It may sometimes be the fortune of the reader to place his feet on the crown of some "tall cliff," whose

"—awful form
Swells from the vale and midway leaves the storm."

What lesson should that mountain vision have for him? He will doubtless richly enjoy the cold solitude, as he sends his eye down into the conquered plains, looking off alone over vast billows of rock and forest that stretch like a stiffened sea below, away over luxuriant vales, rolling fields and dim and distant vistas, as well as up into the heavens, which seem no nearer than before, but infinitely more immeasurable.

—*New York Observer.*

DRAWING IN ELEMENTARY SCHOOLS.

THE impression is still too general among those having in charge the teaching of youth that drawing is an ornamental study, good for no child except one who is going to make a precious living by art. Nothing could be more absurd. Drawing is the grammar of form. It is as essential in the development of the faculties of the mind as grammar itself, or any study involving careful observation. It is the indispensable foundation of manual skill. The child who can draw can choose any of a dozen first-class occupations, where the child who cannot is restricted to a very few. Drawing ought not to be classed as an ornamental study any more than arithmetic.

The tendency of American parents who had little education themselves is to get their children into some kind of business in which money will be made quickly, as in trade: the result is, that boys and girls are permitted to enter stores as clerks for exceedingly small wages, and the pressure is kept greatest at the lowest point. A class of parents who consider themselves above trade, want their boys to become lawyers and doctors. This is folly. Each of these professions is now so overcrowded that many of them do not make a living. There are doctors in every other business, men who spent years in colleges and hospitals, and who found it impossible to get a living out of their profession. Lawyers are to be found in every other calling. Many lawyers have to eke out subsistence by engaging in practices that are at once disreputable and immoral. Both professions are overcrowded, and men going into them run great risk of a failure.

The two mischievous tendencies can be corrected bp diverting youth into other occupations. The world of mechanical history is forever expanding. Science is continually opening its vistas and introducing new ideas, new constructions, new adaptations of old ideas; and on every hand

offering youth opportunity provided it has the necessary training. Any young man or woman who can draw can make a first-class living in the industrial world. Drawing enters into nearly everything now. From the illustration of books, magazines, and newspapers to the draughting of plans of ships and the sketching of patterns for paper-makers, drawing is in universal demand. The boy who knows mathematics fairly and can draw readily is the boy of the future.—*Catholic Review.*

FARMER TOMKINS IN HIS GARDEN.

BY EDWARD A. RAND.

"I LIKE to see things grow. I enjoy it," says Farmer Tomkins to his summer boarder—a young woman who has come up into the green valley of the Saco to forget she is a teacher, and to find rest in the shadow of the great hills and in the peaceful depths of the still forests.

He says again, "Yes, I enjoy it," and his big, round, satisfied face bends over his parsley-bed like the moon that comes into the valley and sheds the benediction of its peace on the lowly fields and the lofty mountains.

"Do you like to see things grow, Miss?"

"Y-y-y-es, sir."

"I do. I mean you take this 'ere plant, and foller it from the seed to the shoot, and then watch it throw off other shoots and take on leaves, and all so nicely shaped, cut even and true, all a-growing higher and purtier—I tell you, to my soul it is jest nice. Then take all them fields!"

He rises and waves his fat, brown hands toward a surface of corn, another of potatoes, a third of wheat.

"Now, that tells the story! All that there was flat and bare as my wife's kitchen table after dinner; but what a feast Natur' is a-spreadin' there in every field, and a-growin', too, risin' higher, more and more beautiful. I tell ye, it takes hold of my soul at such a rate sometimes that I feel like standin' up and singin' the doxology, and I never did sing it in the meetin'-house even—for I can't tell one note from another, you know—and what folks would say if they saw me standin' off in one of them fields and heard me singin', I can't say. It is jest glorious, though, seein' things grow. I once read about a man they charged with bein' an atheist, and threw him into prison. They say he teched with his foot a straw that was a-lyin' on his dungeon floor, and he said from that straw he could prove the existence of God."

"Vanini, was it?"

"I guess so; he or some other man. Now, I understand that man's feelin's. He was right about it. Oh, I must live where things are a-growin' and a-provin' somethin'!"

"Hooker said he wanted to see God's blessing spring out of his mother earth, and so he asked to live in the country."

"Hooker? A very sensible man. Now you let me ask you a question. Do you like to see things grow? You are a teacher. Souls grow jest like my corn and wheat, my beans, my trees. Do you like to see things grow in the school-room,—boys grow, girls grow? For it is jest as much a-gettin' bigger and bigger and more beautiful, a-takin' in ideas, a-buddin', a-bearin' fruit. I should think you'd be real enthusiastic."

"Y-y-yes, though sometimes the details of the cultivating essential to growth are rather wearisome."

"Oh, yes, I understand that. When my pig-weed and my smart-weed and all the other nuisances get to goin', that isn't so pleasant; but when a patch is gone over with my hoe, a bed weeded, a path cleared, a row of hills of corn all nicely piled up, and the weeds cut out of the way, it does look well! Even weedin' has its pleasures. Now I should think you'd jump to be a teacher and have the chance to see souls grow. Take that boy out there in the road,—Neighbor Blossom's boy. You take him and I know you'd do fust-class work on him. You stir him up with new ideas and set him to thinkin', and seed him down well, and you cultivate him, and you watch him come right along like my corn, gettin' to be a bigger boy all over, up here in his head as well as down where his feet are,—a-buddin', you know, and a-puttin' forth and a-bearin' fruit,—why, it is tremenjous! And that boy is a goin' to grow forever, right along, through eternity, knowin' more and doin' better, let us hope,—why, it is positively tremenjous! Why, I should think you'd jump to be a teacher,—and I don't see how you can stand still,—the very idea——"

She laughed. "I guess you must take my school, Farmer Tomkins."

And it would not be a bad thing for the school if that farmer could have the book drill necessary and take that school. He has the more important qualification,—ardent, enthusiastic, passionate enjoyment and appreciation of the processes of soul growth.—*N. E. Journal of Education.*

BOOTH'S GREAT SCHEME.

DEEP interest is felt in England in the book recently published by William Booth, the "General" of the "Salvation Army," entitled "In Darkest England, and the Way Out." It proposes very extensive plans for the assistance of the poor of the city of London, of whose physical and moral condition a terrible picture is drawn. The cost will be large, running into millions of dollars; it is proposed to begin when $500,000 have been subscribed, and this sum is nearly, if not quite reached. We quote from another journal these details of the plan:

In its main outline the scheme consists of three enterprises, all founded on the principle of the Salvation Army, namely, *Regimental Coöperation.* There is, first, the City Colony; second, the Farm Colony; third, the Over-Sea Colony.

The primary feature of the City Colony is the addition to each of the existing Food and Shelter Depots of the Salvation Army of a workshop or yard where the waifs and strays can be employed and earn their keep. The General says the most we must attempt to do at first is to give to these people the ideal of a cab-horse—as long as you do work you will be fed and sheltered, and if you fall down you will be picked up again. Later on we may hope to present the human ideal, but the question now is, May we expect to gain the cab-horse ideal for our social outcasts? Yes, on cab-horse conditions—that they be amenable to discipline, and willing to work. He believes that the larger part of these people can be made amenable to discipline, and that they will be willing to work. The trouble has been that there has been no one to direct them. Orders must be given. Some one must have authority over them. "For discipline," says General Booth, "I will answer."

A new and striking feature is the "Waste not, Want not Brigade" to be organized to collect the waste food, old clothes, and other things of which salvage might be made in London, and out of which some income might be made to support the general scheme. Another important but more familiar feature of the City Colony is the Labor Bureau.

The second part of the scheme, the Farm Colony, is a proposition to obtain a thousand acres of land within reasonable distance of London, having both railroad and river communications with the capital, so that what we call "trucking" may be carried on extensively. The farm will be a training school for emigrants. In connection with it will be an industrial village, which will deal with the products of the Household Salvage Brigade. The old bread of London will be used to fodder the horses, to feed the rabbits, and to fatten the poultry which will abound in this colony. The residuum of eatable matter will be employed to support a gigantic piggery. The immense quantity of bones collected by the household salvage brigade will make buttons or be ground down to make artificial manure, and a soap factory will also be started to utilize the fat.

The third part of the scheme, the Over-Sea Colony, or Emigration scheme, proposes to deal with the most promising graduates of the preceding communities. The best of the City Colony will be promoted to the Farm, and the best of the Farm people will be put into the hands of the Emigration Bureau. General Booth admits that this part of his plan is not mature. All his proposals in connection with emigration are tentative, and subject to the modifications suggested by experience. It is sufficient here to note that the colonists will have had a thorough training before leaving England. They will go out on a Salvation ship, officered and manned by Salvationists, which will be, the General asserts, a veritable "floating temple." They will be welcomed on arrival in the foreign land—South Africa for preference—by those who are in full sympathy with them in all their ideas and aims.—*Friends' Intelligencer.*

THE TEXT-BOOK QUESTION.

To the Editor of The School Journal:

WHENEVER there is wide-spread discontent in reference to any subject, it will generally be found that there is some good reason for this discontent. It seems to the writer that the discontent in reference to the price of school-books is well-nigh universal throughout the Union. The books are too high in price. Let us see.

About thirty years ago, the writer remembers this incident. Our teacher desired to change the spelling-book in the school. He requested all the scholars to bring him ten cents, and he would get each one a new book. All compiled with the request save *one* boy. When asked why he did not bring his money, he replied, "Because I can buy the book for eight cents." Now

every one knows how the prices have fallen in the production of books. We can buy standard books certainly at *one-tenth* the price of thirty years ago, and why should school-books, which have probably the largest sale of all, be held at nearly *three times* the cost of thirty years ago? The only explanation I know for the matter is that the business is in few hands, that it is a practical monopoly, and secondly, the enormous discounts given to dealers. I know but little about this, tho' I do know that it generally reaches forty per cent. Is it any wonder then, when farmers are producing grain at an actual loss, that they object to the present prices of school-books?

What we would like to know is why the prices of school books do not fall, as paper, ink, etc., fall—in a word, as the prices of other books?—*Dr. Geo. G. Groff, Bucknell University, Lewisburg, Pa.*

VIEWS OF EMPEROR WILLIAM.

BY L. L. H. AUSTIN.

THE German Emperor has made an educational discovery which he seems to think the world hitherto has known nothing of. He has unearthed educational and journalistic "rot," so to speak, as modern hereditary rulers are wont to do whose ambition to maintain standing armies and opulent courts is opposed by the evolution going on, by means of schools and the press among the people, by the consent of whom royalty exists. The far-seeing emperor is after all only reading the signs of his own time. What he calls "rot" in his own kingdom is but free speech and free press under our form of government.

The liberality of the late Emperor William in disseminating knowledge among the common people of Germany, and the culture which has sprung from the high schools throughout the empire, are provoking a formidable opposition to the immense armament that now seems necessary to support the policy and diplomacy of the Prussian government. The new emperor characterizes this evolution as socialism, anarchism, and rests the responsibility for this progression in thought upon the high schools. Of course the schools accept the compliment, but will be disposed to resist the proposition to discard the dead languages and historical research, except as relating to the development of the German empire. Cramming the youth of Prussia with Latin and Greek and general history has made Socialists of them, and anarchists of the rising journalists.

This is the discovery, and the all-sufficient remedy is to lop off the recognized means of promoting general culture, Greek and Roman literature, and substitute for these the German language exclusively, and limit the entire study of history to—well, for the present, to the Franco-Prussian war and the amalgamation of the German principalities into his excellency's empire. What a delightful intellectual repast! What a future is in store for this people of many dialects! It is said that there are seven hundred dialects spoken in Prussia. All interested in German literature will feel greatly indebted to the emperor if he will amalgamate these dialects so that when his people meet on this side of "the pond" they won't be calling each other hard names because they innocently misunderstand the mother tongue which is now to become the only language study. German language and German history! The anchors of Prussian political virtue! The bulwark of German liberty, when the youth of the land are forbidden the contaminating influences of other languages and histories! It strikes us that such a mental diet would prove a lymph that would make every youth in the land an irretrievable anarchist. What a chimera!

This pompous manifesto of a little-experienced emperor, that his nation can educationally exist apart from the history of the family of nations, reflecting only on its own life, recounting its own deeds of valor, nourishing its own greatness, and resting its future upon the diverging tendencies to Socialism, freer government, and an increasing demand for more general intellectual training, is extravagant nonsense. The emperor admits that the Hohenzollern absolutism is approaching its dissolution because of "simple ignorance resulting from defective education." If the "defective education" of which the emperor speaks has led his people to maintain his costly armaments, and to contribute liberally year after year to his costly efforts to support an enormously expensive diplomatic service, certainly he should not complain.

But there must be an end to all this. The aggressive civilizing agents which have promoted education and stirred the people of all nations during this century to seek peaceful pursuits, establish elementary and high schools, and to resist the unnatural aspects of standing armies and arbitrary government, have become too powerful to be stayed by the formal criticism of any selfish ruler—*N. W. Journal of Education.*

WE recollect in our own experience that even after we began to teach school, whenever we thought of a volcano our mind reverted to the picture of one in the primary geography we studied. The fault may have been all our own, but we believe it was largely the teacher's who allowed us to study that picture and the definition attached, little realizing that the eruption it was designed to represent threw ashes and lava two hundred miles from the base of the mountain. With a little effort on the part of the teacher and a little careful explanation, the child may be led to imagine something at least of the true appearance of objects he reads about, form true conceptions, which we heard so much about at the Christy School this summer. But this is not all; the careful, thoughtful man who studies nature and nature's laws can not find his full complement in these, and is soon led to discover a higher power, even Nature's God. This is, we take it, the highest, noblest duty of the teacher. As is written on one of our blackboards now: "Education is leading human souls to what is best and making what is best out of them." This sort of education is practical in all ages, at all times and under all conditions, and the teacher who succeeds in so shaping his methods as to produce this end, is he who comes after a well spent life to that beautiful crowning old age

"That speaks of well spent life,
Of purity, of thought,
Of victories won, though hard the strife;
Of deeds the hands have wrought."

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, MARCH, 1891.

"Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'." *Scotch Farmer.*

THE meeting of Principals of the State Normal Schools of Pennsylvania, called by State Superintendent Waller, was held at the Department of Public Instruction in Harrisburg on Wednesday, February 4th. All the schools were represented by their principals except that at Edinboro, Erie County. The meeting convened at 10 a. m., and continued until late in the night. The State Superintendent presided, and Dr. T. B. Noss, principal of the California (Pa.) State Normal School, was chosen Secretary.

No changes were made in the courses of study. A course between the Elementary and Scientific was proposed, and will probably be decided upon. It was decided to abolish the Fall examination. All who wish to enter the Junior Class must now pass the State Examination in June. No student who has been denied admission to or who has been rejected from the Junior Class of any State Normal School can be admitted to the Junior Class of any other State Normal School during the same year.

The most important action taken was the adoption of a one-year's post-graduate course, as follows:

1. Mathematics. — Solid geometry, plane trigonometry and surveying.

2. Latin.—Three books of Cæsar, and three books of Virgil.

3. Pedagogy.—Advanced psychology, moral philosophy, logic, practice in teaching, a careful reading of "Quick's Educational Reformers," "Fitch's Lectures on Teaching" and "Payne's Contributions to the Science of Education," with written notes and criticisms.

4. Natural Science.—Chemistry, Zoology and Astronomy.

5. History and Literature.—General history, history of English and American literature, with a careful study of four classics with written notes and criticisms, and a course of general reading.

WE hope in our next issue to present a full report of the Convention of Pennsylvania Superintendents, held in Philadelphia immediately following the adjournment of the Department of Superintendence of the National Association.

Ex-State Superintendent Hickok, of Philadelphia, who attended the sessions of our State Convention of School Superintendents at Association Hall, February 26th and 27th, writes the business editor of the *The Journal*, in a private note, that he "was impressed by the material of which that convention was composed, and the esprit du corps by which it seemed to be animated. There was nothing in its personnel or movements to indicate inefficiency or weakness anywhere. On the contrary, they seemed to be a representative body of clear-headed and capable functionaries with a constituency behind them, and conscious of responsibilities which they thoroughly understood and from which they had no desire to escape.

"With such a body of corps commanders

under his jurisdiction, their general in-chief, State Superintendent Waller, may rest comfortably under the assurance that under any plan of campaign he may mark out they will not fail him in the hour of trial. The Doctor, by the way, as a presiding officer, reveals the qualities that fit him for his high position —prompt, decisive, intelligent and judicious traits that inspire confidence and command respect. His subordinate colleagues may be sure that, whatever may be the exigencies of his branch of the public service, or whatever demands he may make upon them, he will never lead them into a quagmire or over a precipice. He understands himself and the great cause entrusted to his charge much too well for that."

It is suggested, in the interest of the State Teachers' Association, which meets at Bedford early in July next, that the Superintendents of the different cities, boroughs and counties in the State writes Prof. David S. Keck, treasurer of the Association, No. 590 Sixth Avenue, N. Y., for a block of membership tickets, and begin the work of enrolling their teachers. In this way a large enrollment and attendance will be assured.

An old friend, Mr. C. W. Carmany, of San Francisco, who was a fellow classmate with the writer under Dr. Higbee in 1853–54, sends ten dollars within the past few days, not having heard of the Fund before, and adds, "Please accept the inclosed for the Dr. Higbee Memorial Fund, and, believe me, I am very grateful for your kind remembrance and the privilege of contributing my mite." The fund is now over four thousand dollars, and increasing. It costs twenty-five cents to mail securely a copy of the portrait and of card-bound volume, or thirty cents to mail portrait and cloth-bound volume. The former (portrait and volume) will be mailed on receipt of one dollar, and the latter for one dollar and fifty cents. Some three hundred dollars are yet needed to complete the work of the Memorial Committee.

The National Educational Association will be in session at Toronto from July 14th to 18th. This falls the week after the meeting of the Pennsylvania Teachers' Association at Bedford, and it affords to the teachers of our State, who look about more or less during the summer vacation, an opportunity to take in Watkins Glen and Niagara Falls on the way to Toronto, and, after the meeting, the St. Lawrence, Thousand Islands, Montreal, Lake Champlain, Lake George, Saratoga, New York and the seashore resorts in the vicinity, Philadelphia, and other points of interest on the return trip. If it is preferred to go from Montreal through the White Mountains to Boston, thence by Long Island Sound to New York, this trip also can be readily made. The committee having the matter of location in charge decided in favor of Toronto as against Saratoga, because, as we are informed, the railroads centering at Saratoga refused to turn over the two-dollar membership fee which the Association has usually asked them to collect. The roads entering Toronto offered this and other inducements, and the committee did very wisely in selecting the city of Toronto, whose citizens have raised a large sum of money towards the expenses of the meeting. They offer their largest halls, seating thousands of people, and are desirous of doing anything in their power to contribute to its success. The meeting of the teachers of Canada will be held at the same time and place, thus bringing together a very large number of representative teachers from both sides of the line, loyal subjects of Uncle Sam and equally loyal subjects of the Queen.

The bill for the appointment of a Forestry Commissioner of Pennsylvania, which has been introduced into the House of Representatives by Hon. Henry F. James, of Venango county, is precisely in the line of duty which the Legislature owes to the State. The preservation of our forests and the reforesting of waste lands have become a public necessity. Let us have Forest management—as of a great public interest. Another bill which has been introduced by Hon. A. G. Seyfert, of Lancaster county, provides for the recovery of damages from telegraph, telephone, and electric light companies for injury to trees along the streets and public highways. The bill provides for claims for damages by the owners of trees that have been injured by such companies, to be adjudged by three citizens who shall be appointed by the Courts. The report they make shall be handed to the Court at the first term after their appointment, and if no appeal be entered to the same within ten days thereafter, it shall be confirmed absolutely, and judgment for the amount entered against the trespassers. It should be enacted into a law, and these companies be made to recognize the fact that owners of trees have some rights which they are bound to respect.

COMMON SCHOOL ETHICS.

THE following principles among others are laid down by Mr. Joseph Wharton, of Philadelphia, who founded and endowed the Wharton School of Finance and Economy in the University of Pennsylvania, as fundamentals of the course of instruction for youth intending to enter upon a business career anywhere or at any time:

The immorality and practical inexpediency of seeking to acquire wealth by winning it from another, rather than by earning it through some sort of service to one's fellow-men.

The necessity of system and accuracy in accounts, of thoroughness in whatever is undertaken, and of strict fidelity in trusts.

The necessity of rigorously punishing by legal penalties and by social exclusion those persons who commit frauds, betray trusts, or steal public funds, directly or indirectly. The fatal consequences to a community of any weak toleration of such offenses must be most distinctly pointed out and enforced.

Whilst waiting for the outcome of uneasy discussions in some quarters of the question of religion in the Common Schools, we have in the above paragraphs a code of the purest Christian Ethics, to which no man, whatever his religious connections may be, can justly make any objection. They go to the root and core of right conduct in all the avocations of life, professional as well as industrial and commercial. The *integrity* which they enjoin should be taught at the fireside and at every mother's knee, and if thus impressed upon the infant mind it would make itself felt with stern inflexibility in all the vicissitudes of after years. The first and third propositions are absolute in their soundness of principle, and the second is an invaluable adjunct to both, for many defalcations and failures are as much due to incapacity and neglect in keeping accurate accounts as to any wicked intention in wrong-doing.

The above propositions come like the sudden striking of a crystal spring in the midst of turbid waters, and their application is much wider than the particular school upon which they have been enjoined. They enforce, and will tend to develop and train, high-toned and inflexible honesty of purpose in all the transactions of life, large or small; and to this end they might well be printed on large cards in conspicuous type and hung on the walls of every Common School room throughout the length and breadth of the Commonwealth, especially in the Grammar and High Schools. The principles which they inculcate should be impressed by teachers upon every pupil under their jurisdiction. The common schools are established for the safety of the Nation, and to this end not only cultivated minds but also honest hearts and principles that will ensure right conduct are essential. Whatever else may be open to cavil or dispute, here at least is common ground on which everybody can meet who believes in upright motives and in inflexibly honest actions.

We do not know a better chart to sail by in strengthening the moral fibre of the young than the one we here reproduce for the purpose of commending it to teachers and school officers of every grade, and to all parents and guardians under whose observation it may happen to come. Let the youth of the land be taught that right is right, and is never to be compromised or surrendered from any sinister or equivocal motive. Then when they go forth from the moral training of the Common School into the rushing flood-tide of the world's affairs, we may be sure of a moral stamina in the body politic that will give a right answer under all circumstances to the pious adjuration "God save the Commonwealth." Thus understood and vindicated, prevention is better than cure, and Common Schools *are* better than prisons and houses of refuge and penitentiaries.

SUPERINTENDENTS IN SESSION.

IT was an intellectual treat to any one interested in popular education to witness the proceedings of the Department of Superintendence of the National Association of Education, which assembled in Association Hall, Philadelphia, February 24–27, and listen to the high-grade, masterly papers that were read, and the brilliant and instructive discussions which followed them. Brains and erudition were there in abundance, but to a Pennsylvanian familiar with the subject-matter of the proceedings there was much threshing of old straw which had a familiar aspect, although it came in a fresh and attractive style, because in the administration of public school systems the same general classes of difficulties are encountered everywhere, only in greater or lesser degree according to locality and the grade of civilization represented.

It was cheering to the heart of the patriot, whose hopes for the future of the country are of the highest, but who is not insensible to possible dangers to be averted, to find so many representative and able men from all over the continent, even from far-off Alaska,

devoted heart and soul to a great cause which seems to have in itself little attraction for surface politicians or the eager worshipers of wealth for its own sake and of immediate prosperity. It is a cause in which the force of educated mind, guided by the purest and most unselfish patriotism, must and will make itself felt upon the welfare and perpetuity of the Union, no matter how formidable or energetic may be the combined and subtle influences that would check its progress or lower its standards of developing national life.

We cannot here catalogue its proceedings or discuss them in detail. They were too voluminous and multiform for our limited space, though we present elsewhere the substance of what was said and done during the three days' session. Touching here and there incidentally but a few salient points, we can only hint at measures and men in a casual way as they come back to memory. Ex-Superintendent MacAlister reached his professional high-water mark, since coming to Philadelphia, in his exhaustive and subtly analytical and suggestive paper on art-culture in the common schools. The paper was received with spontaneous plaudits which testified to the impression which it made, and which must have been gratifying to its author. It is very comforting to an educational officer to reach the time when he may, without let or hindrance, give voice to his highest and best thought on any given subject which he takes to heart and desires to impress upon the public consciousness, even though it may reach unwilling ears not prepared for the length to which he is impelled to go.

Studying the personnel of the assemblage, three of the foremost men among them impressed us as belonging to the same general type and class of minds, all analytical, philosophical and profound, but in a class by themselves—William T. Harris, James MacAlister, and Thomas M. Balliet; men of searching intellect, who never rest until they reach bottom principles. They have impressed themselves strongly upon the public mind already, to a remarkable extent, and may be expected to do so still more in the future. Then amongst the list of practical men was the genial, judicial and energetic President, State Supt. A. S. Draper, of New York. There are those who believe, with a child-like simplicity of faith, in the earnestness of their souls, that, if we could only get the school laws into right shape, all the barriers in the way of enlightened popular education would vanish like a vision of the night. Judge Draper has already discovered, as so many have done before him, that between the ideals of educators and the enactments of conservative and timid or selfish legislators there is an immense gulf fixed that may not be completely bridged for centuries to come. And so with all his irrepressible and robust energy, we welcome him into the ranks of those who must continue to possess their souls in patience, hoping, working, waiting for "the good time coming."

There were some indications of weariness over the continued consideration, year after year, of questions and difficulties that lie at the bottom of common school work—rubbish and hindrances that must be cleared away before the foundations of the structure can be laid broad and deep in an enlightened and approving public sentiment. The opinion was expressed in some quarters that, certain things being finished up and laid upon the shelf, this Department of the National Association might be left to some extent without a vocation or any reason for continued sessions, or any permanent mission. Dr. G. Stanley Hall, of Clark University, who stands head and shoulders above the average of men in his profession, wisely suggested that the disappearance of some of these elementary and transient problems would but leave room and motive to rise to a higher plane. As time moves on, there are other and higher problems that will present themselves in this continental field of effort, and demand solution.

It may as well be said once for all that when the National Association came into existence thirty-three years ago, within sight of Independence Hall, it came to stay as long as our flag waves and there is a great people between the two oceans to be fused, educated, and transformed from some of the poorest and some of the best raw material that may be furnished or forced upon us for the purpose. When the United States Government shall haul down its flag and abdicate its sovreignty, it will be time enough for this National Educational Association to abdicate its functions or terminate its labors. To pause in the work of education, whether national or local, is to fall back into desuetude and mental twilight. Let the pessimist, instead of laying down his arms, lift his eyes to catch a glimpse of the glory of the coming time when our national domain will furnish homes, and shelter, and protection for a population of five hundred million souls, a a people homogeneous, cultured, patriotic and contented, made so by the transforming

power of a rightly directed education, all peacefully dwelling under the shelter and safe-guards of regulated, constitutional liberty. Side by side with the flag of the Republic will float the banner of the Cross—using that term in no denominational sense—symbolizing and representing the truest and purest and mightiest Christian civilization that apocalyptic vision ever saw or Utopian ever dreamed of. This National Association, if true to itself and to its far-reaching and unselfish mission, will flourish like a green bay-tree when a thousand years have gone by since the Declaration of Independence was proclaimed from Independence Hall.

THE DEPARTMENT OF SUPERINTENDENCE.

NATIONAL EDUCATIONAL ASSOCIATION.

THE opening session of the Department of Superintendence was largely attended. The meeting was called to order promptly at 10 a. m., Tuesday, February 24th, by the President, Hon. Andrew S. Draper, State Superintendent of New York, in Association Hall, corner Fifteenth and Chestnut streets, Philadelphia. The Superintendents, State, county and city, who comprise the membership of this honorable body of educators, were from all sections of the country, as far south as Louisiana and even as far north as Alaska, Pennsylvania and New York being most largely represented.

After prayer by Rev. Dr. Boardman, the President introduced Dr. William Pepper, Provost of the University of Pennsylvania, who said: "It is my great pleasure to accede to the request made by President MacAlister, of the Drexel Institute, that I should have the privilege of saying a word of welcome to you. We have been able to see what a Superintendent of Public Education can do for a community by seeing what Dr. MacAlister has done for education in this city. It has strengthened the cause of education to know that all through this land there are men dealing with these questions affecting millions, and that this Association is steadily rising. It is my privilege to be connected with an educational institution, and to see how dependent we are on each other." Dr. Pepper extended a most cordial invitation to the members to visit some of the buildings on the University grounds, especially the new library building, and one or two of the special schools. If they could not set aside a time from their sessions, he begged them to come during lunch hour and have their lunch there, so that a visit might thus be assured.

President MacAlister, of the Drexel Institute, was introduced by Chairman Draper as one who needed no introduction to the members. Dr. MacAlister said that when he had the honor and pleasure to extend the invitation to the Department to hold its next session in Philadelphia, it was in the name of the Board of Education and of the city of Philadelphia. "I am very glad to be able to constitute myself a representative of the people of Philadelphia, and to most cordially welcome your association to this ancient and honorable town. I want to call your attention to one of the most sacred spots on earth—Independence Hall. I do not invite you to go there in the name of the people of Philadelphia, because it belongs to the whole country." He also extended invitations to visit Carpenters' Hall, the Art Club, the Library of the Pennsylvania Historical Society, the Pennsylvania Museum and School of Industrial Art, the Academy of Natural Sciences, Academy of the Fine Arts, and Girard College. All these institutions were open to the members of the Department, and each of them would repay a visit at any time that might be convenient.

As a representative of the Board of Education, Mrs. Mary E. Mumford welcomed the Department in the name of the Board. She said that she came to listen to all that is new in education, and she expected to learn much from the members of the Department, for the man who is not ready to move on in the cause of education has no business in its ranks.

President Draper then announced that the regular business would be taken up. "This is a meeting of School Superintendents. The School Superintendent is a man indigenous to American soil, and no other organization in the world will be found like it. We are representing all parts of the United States. We have come to spend three days in the discussion of matters that are particularly germane to the cause of general education."

COMPULSORY EDUCATION.

The first paper of the day was on the "Recent Legislation upon Compulsory Education in Illinois and Wisconsin," and was read by N. C. Dougherty, Superintendent of City Schools, Peoria, Ill. He began by saying that the attempts that had been made to secure the enactment of laws in the two

States named, for bringing all children into schools, had created a degree of excitement seldom paralleled. "It is fair to say that in both States violent prejudices have been aroused. Measures. which were devised for the best purposes, and which received almost unanimous support of the legislatures to which they were submitted, have been denounced as intended to subvert the liberty of the citizen. And what has been the result of the operation of these laws thus far? I speak more especially for Illinois, as being better acquainted with the facts in that State. In the city of Chicago, during the year ending July, 1890, 10,000 children, or thereabout, were taken from the streets during the school months and placed in the schools. In other parts of the State similar results were attained. Briefly, it may be said that the number of children thus gathered into the schools of the towns and county districts of the State, outside of Chicago, is equal to those reported in that city. And it ought not to be forgotten that this large gain to the schools was accomplished without friction, and with almost no employment of force. In Chicago, in Springfield, and in other cities, we learn that there have been no prosecutions. The compulsory education law merely compels the recognition of the rights of children to an amount of intelligence that will enable them to make useful and successful citizens, to secure their own happiness, and to do good in the world. The compulsion that dictates the belief of a man trammels his mental freedom; but the compulsion that prevents one human being from keeping another human being in ignorance, really promotes an enlargement of individual liberty. If these laws could be executed in a right spirit, the amount of individual freedom in these States would be immensely enlarged by their agency."

The paper was freely discussed. Hon. John Hancock, State Commissioner of Common Schools, of Columbus, Ohio, said he was glad that Ohio has no law like those of Illinois and Wisconsin. Ohio has a compulsory educational law which compels. It was passed unanimonsly by both branches of the Legislature in 1889. He was happy to state also that they have no religious division on the law, as Protestant and Catholic supported it cordially. So successful was the operation of the law that last winter the Legislature increased the time from 8 to 14 years to 8 to 16 years, and from 16 weeks per year to 20 weeks. He thought this was the greatest era of education in Ohio. Our law is particularly generous in that it forces the conscience of no person. It simply says you shall send your children to school, and the parents may send their children to a parochial or private school. We have worked in harmony, and we are reaping the benefit in a unanimous support of this compulsory education law. Ohio has resolved that hereafter no boy or girl shall grow up without an elementary education. Let us unite on this subject, and push it in our different States.

Mr. Dougherty, the author of the paper, corrected Commissioner Hancock as to the impression he implied, that the Wisconsin law was opposed to parochial and private school training. This, he said, the law permitted. Dr. MacAlister called attention to the provision in the law of Wisconsin which compelled children to attend English-speaking schools. He said there were many schools in Wisconsin in which the teaching and the text-books used were in a foreign language, and from this class of people the greatest opposition came.

Mr. MacDonald, editor of the *Western School Journal*, of Topeka, Kan., said Kansas had a compulsory educational law for the past ten years. He believed that a national education should be enforced.

State Superintendent Wells, of Wisconsin, presented for discussion the question, "Whether it would not be better to make the school room attractive, so that children would go there voluntarily?" He said the statistics showing the amount of illiteracy in Wisconsin were faulty, as the majority of private and parochial schools did not report their attendance, and these children were counted among the illiterate. He held that the State has no right to compel children to go to the public schools who are attending a parochial or private school.

COMPULSION IN MASSACHUSETTS.

"Compulsory Education in Massachusetts," was the title of the paper read by George H. Martin, agent of the Massachusetts State Board of Education. "Compulsory education," said Mr. Martin, "began under more favorable conditions, and had a more continuous, natural, and successful development in Massachusetts than in any other State in the Union, or in any other country in the world. He stated the conditions under which this has been done, traced at length the operations of the law, and said that all subsequent school legislation finds in this law its sanction. In tracing the history of eductional laws in Massachusetts, he showed that committees were appointed to

visit schools as early as 1789, and that compulsory taxation was provided for the support of schools since 1827. But the crowning feature in the legislation by which the schools were made free to all, he said, is the law of 1884, which requires towns to provide at public expense all text-books and supplies needed in the schools.

In 1873, when other States were passing their first compulsory laws, Massachusetts extended the required time from 12 weeks to 20 weeks a year, and last year it was extended to 30 weeks, and an order is now in the Legislature to require school attendance as long as the public schools are in session. Public-school standard is made the universal standard. Children may attend private schools, but they must attend at least 30 weeks in the year, and the private school must be approved by the School Committee. It may be approved by the committee only when the committee is satisfied that the instruction is in all the branches required to be taught in the public schools, is in English, and is equal in thoroughness and efficiency to the instruction in the public schools of the locality, and that the pupils make equal progress with the public school pupils. Other laws respecting truants are in operation, and the employment of children is practically forbidden.

In concluding, he said that the success of Massachusetts in educating her people has not been achieved chiefly by compulsion. The progress which the State is making now is not in the line of compulsion. In the quality of school buildings, in the consolidation and organization of country schools, in courses of study, in methods of instruction in all grades, in supply of illustrative material, in closeness, intelligence and efficiency of supervision, in evening schools, in high school attendance, in industrial drawing, in the diffusion of pedagogical knowledge and the development of a professional spirit among teachers, in popular acceptance of progressive measures, in close and cordial relations between local and State officials—more advance has been made in the last ten years than in any previous ten. The motive to all this advance is not law, it is the goodwill of the people.

Supt. Edwin P. Seaver, of Boston, said: "We have a force of 16 officers in Boston to look after school attendance. In 1890 there were 70,000 children, between 7 and 14, of whom 54,627 attended public schools, 7910 attended private schools and 7752 attended no schools."

Supt. I. N. Mitchell, of Fond dn Lac, Wis., thought that the two papers read should be considered together, inasmuch as they both dealt with the State control of parochial schools. He noticed that the reader of the second paper claimed that the parochial schools of Massachusetts are under the control of the State, and that the course of study in the parochial schools must be approved by the authorities of the public schools. This is the bone of contention in Wisconsin and Illinois, and would be well worth considering in connection with the first paper.

Superintendent Seaver said that, while the law prescribes that private and parochial schools shall be approved by the State authorities, he knew of no instance where a private or a parochial school was investigated by the authorities.

Hon. B. G. Northrop, of Clinton, Conn., said the law in Connecticut was as rigid as it is in Massachusetts.

State Supt. Thos. B. Stockwell, of Rhode Island, said: "In regard to the opposition to compulsory education, it is not a question of religion—it is based on a desire of the foreign population to perpetuate their language and customs, and it is this we have to oppose. It is the right and the duty of the nation to insist that the children of this country shall be taught one language, and only one language."

QUALIFICATIONS OF TEACHERS.

The afternoon session was almost wholly devoted to the reading of a paper on the "Qualification and Supply of Teachers for Public Schools," by William C. Anderson, Superintendent of Schools of Milwaukee, Wisconsin, and its dicussion by many of the members, as follows:

Paramount to all other facts connected with the appointment of teachers is that of fitness, and fitness is not analyzable into any other elements than intellectual attainments, refined and cultivated character, and professional capacity and skill, either trained or developed by experience. No other modifying or conditioning circumstances, no question of sex, nationality, or residence, politics or religion, should be allowed to offset the elements which constitute superior fitness. The appointment of teachers in the city schools is governed by the previous fact of qualification. If the appointing power is distributed among lay officers, however high may be their purposes, there is urgent necessity of rigorous rules for certification.

The good men who feel that the place should be given to the applicant who comes first, to the girl who has a mother to support, to the graduate of his own school, the daughter of a local politician, or a member of the same church with himself, will always flourish in the city school

boards. He is frequently a good man for all other purposes but hiring teachers, and there is no reason for disqualifying him for exercising that function when his generous predilections may be rendered harmless by a little wise legislation.

The problem which seems to be most deserving our attention, in the form of a simple proposition, may be stated thus: What should be done to secure for a system of city schools an ample supply of well qualified teachers? From estimates made in the Milwaukee schools in the year 1887 and 1888, when this subject was carefully examined, I found the rate of change in the personnel of the teaching corps to be from 10 to 12 per cent. The present corps of more than 500 teachers at this rate needs an annual reinforcement of 50 teachers to supply vacancies, and 25 to fill new places caused by growth of the system—a total of 75 new teachers annually. In Chicago this rate of change would approximate an annual addition to the teaching corps of 240 teachers. Perhaps the more rapid rate of expansion which has characterized the growth of Chicago, would require even more than this number of annual additions to their list of teachers. In Philadelphia, I think, there are employed 2400 or more teachers. The penalty for matrimony, which some boards impose, and the same average of retirements through unavoidable causes, which holds in Milwaukee, would require at least 250 recruits annually to supply vacancies. It is apparent, in view of these facts, that a weak and defective policy, under which so many new teachers are employed, must impair the work of the schools, and, in the course of time, operate as an insurmountable obstacle to progress and improvement. On the other hand, a thorough, efficient and practical system of supplying all vacancies with the best talent procurable, and this without regard to any consideration ulterior to the prime object of good teaching, must raise and improve the standard of public education.

If this important business is relegated to local boards or committees, or commissioners, the sources of supply, though on the whole augmented, are still lower in qualification, and the danger of inferior appointments is greatly increased. The larger the city, therefore, the greater the liability from this cause to admit to the teaching corps inferior teachers, and the greater the necessity, as before remarked, of laws and a wisely-devised system of applying standards of qualification and of supplying vacancies.

The higher salaries paid in large cities are supposed to attract talent, and, on the whole, to give the city schools an advantage over those of small towns, which good teachers leave, invited by better compensation and the higher satisfaction of city life. Liberal salaries are quite as attractive to the half-educated novice and the incompetent of varied trials and many failures, as they are to the well-trained and successful. Where the inducements are such as to encourage and reward the most capable, there should be strong safeguards against the presumptions of the unworthy.

Three classes constitute the supply of teachers for city schools. They are: First, teachers trained by the city in the training class or normal schools, which, in turn, are fed by high schools and academies. Second, teachers trained in distant classes or normal schools, and, either by examination or acceptance of diploma, licensed and appointed. The majority have experience before applying for places in the city. Though professionally trained, they, as a class, have qualities distinct from the city trained teachers and are not infrequently called country teachers or outsiders. Third, teachers without professional training, who, having won certificates upon examination abroad or in the city, enter the rolls and abide their time to secure appointments. With these are included the unfinished productions of high schools and academies, and many young persons who, spurred by necessity, seek a shorter cut to the earning of a living than the way through the normal school. The first two sources mentioned include persons of professional training; the third, by no means inferior in number, except to make teachers of themselves after engagement. Among them may be a few having such natural gifts as to deserve the appellation "born teachers," a term which is converted into that sophism so often resorted to in proof of the inadequacy of normal training, namely: "Teachers are born, not made." This class, however, includes a much larger number, who for the welfare of the children whom they are entrusted to teach, might better not have been born at all. The principal point to be noticed in regard to this third class is that they make teachers of themselves at the sacrifice of their pupils' interests, upon whom they must practice and experiment.

It seems hardly necessary to urge to this audience the great desirability of a professional standard for admission to the ranks of city teachers. The practical obstacles to enforcing professional training or experience as a prerequisite to a license or appointment are not so serious as to deter us from attempting the establishment of such a standard. I believe that it might be accomplished more easily than is generally supposed.

In the absence of any professional training, experience, together with proof of high general culture, should be acceptable. The establishment of such a standard would at once dispose of that army of well-intending novices who are constantly in waiting to fill vacant places as they appear in public schools. It would exclude a considerable number of those immature persons who, more ambitious than successful in their efforts before village boards, find easier access into city school rooms by the aid of their city friends. It would, of course, exclude that large number of young people in the city who are unwilling to give to the preparation of teaching the time and labor which modern methods require. Rules faithfully enforced to accomplish this end would, in my opinion, promote the efficiency of city schools more than any other single measure which might be adopted.

TEACHERS IN THE RIGHT PLACE.

City Supt. A. B. Blodgett, of Syracuse, N. Y., in opening the discussion on the paper, said that Talleyrand's epigram, "The art of putting right men in the right places is the first in the science of government," might be changed to read, "The art of putting right teachers in the right places is the first in the science of education."

City Supt. L. O. Foose, of Harrisburg, said he found it necessary to establish some kind of a standard, and had arrived at a point where his Board recognized only a high standard.

City Supt. Thomas M. Balliett, of Springfield, Mass., said he could subscribe to everything that had been said, and asked where well-trained teachers can be got. "You cannot send your teachers to the Normal School and you cannot discharge them. What is the Superintendent for? I conceive that the highest function of the Superintendent is to take the teachers he has and make good teachers of them. You cannot discharge the teachers you have, for, before you would get rid of 10 per cent. of them, your head is gone. Get your teachers around you, and instruct them as if you were a teacher of pedagogy in a college. Get rid of all the incompetent teachers you can. I always made an effort to put one or two good teachers in a building, and, by sandwiching the poor teachers between good teachers, you will make it so uncomfortable for the former that they will soon leave."

Dr. MacAlister said that for the first six years of his Superintendency of the Public Schools of Philadelphia he persistently disregarded a rule of the Board of Education to report incompetent teachers. That rule was modified about a year ago and some of the objectionable features removed. Since then several teachers have been dismissed. He described how he had instituted the Saturday morning lectures to teachers, the attendance on which was voluntary. The attendance at these lectures increased from about 400 to over a thousand. "And, if any progress has been made by the teachers of Philadelphia," said he, "it has been due to these meetings. The revised course of instruction would have been useless without these meetings. In this city of 2700 teachers there are many incompetent. Among them are women who have labored 30 years or more. Are these women to be turned out? Have they no claim on this city! Have they not done good, honest work? I believe with Dr. Balliett that the one supreme duty of the Superintendent is to be a teacher of teachers."

The other members who discussed the paper were David W. Harlan, Superintendent, of Wilmington, Del., who advocated good salaries for teachers; William N. Barringer, Superintendent, of Newark, N. J.; John D. Prince, Agent of the State Board of Education of Massachusetts; C. W. Bardeen, editor of the *School Bulletin*, of Syracuse, N. Y.; Samuel T. Dutton, Superintendent, of Brookline, Mass.; J. M. Greenwood, Superintendent, of Kansas City, Mo.; Dr. E. E. White, of Cincinnati; G. Stanley Hall, of Clark University, Hoboken, N. J., and President Draper.

Just before adjourning, Dr. MacAlister announced that Mayor Fitler tendered his compliments to the members and invited them to visit him, at City Hall, to-day. The Mayor, as President of the Union League, also tendered them the privileges of the club as long as they remain in the city.

NATIONAL EDUCATIONAL ASSOCIATION.

At the evening session, Mr. Henry R. Edmunds, Chairman of the Committee of the Board of Education, of Philadelphia, to welcome the delegates, did so in a short address. He extended to the members an invitation to visit any of the schools, and promised that any who wished to do so would be accompanied by a member or members of the committee. Mr. Edmunds also invited the members to a reception to be given on Thursday evening.

President Draper responded briefly, and the courtesies of the Board of Education were accepted with thanks. He then introduced Dr. William T. Harris, United States Commissioner of Education, who addressed the meeting on "The National Educational Association; Its Organization and Functions."

Dr. Harris began his address by referring to the organization of the Association in this city 33 years ago. He sketched its early history briefly. Other associations of a State or sectional character were named whose influence tended toward the organization of the National Association. The functions of the organization were defined, and the good derived from experience and participation in its meetings discussed. The call for the meeting for organization said: "Concentrate the wisdom and power of numerous minds." Phases of the work of the Association were discussed in detail. There were numerous papers on courses of study, the theory of education and various branches, besides others on ventilation, for-

eign systems, etc. Impromptu discussions are of great advantage. The contact of mind with mind, obtained at the conventions, is of wonderful value, probably one-half of the direct aid obtained by the members. Since 1870 the Association has been engaged in forming departments for special work, of which there are now ten. He closed by making suggestions for other departments, not of a large scope, but in the way of round-table discussions for specialists.

After a spirited general discussion, and announcements by the President, the Department adjourned.

ART EDUCATION.

The convention resumed its sessions on Wednesday, commencing the day with a discussion on "Art Education," Prof. James MacAlister leading. The paper which he offered made an earnest plea for higher education, with the argument that "in the absence of the militant power in our American state, we base our institutions entirely upon the dominance of the moral and spiritual faculties among men." We can present only the closing paragraphs of this carefully-prepared paper:

A course of study should be prepared in which the sequential development of the subject through all the grades should be clearly presented. But few of the regular teachers have had any training in this subject. They need, therefore, to have it so presented that they may be able not only to become acquainted with the features to be taught in their respective grades, but also to see the unfolding of the subject through all the grades. Not until the grade teachers are able to take this comprehensive view of the work, not until they see that the study is recognized as an organic feature in the general course, can they be expected to take other than an exceptional interest in it.

The instruction in this subject in the schools should be under the direction of special instructors or directors in art education. These special instructors should be broadly educated persons. It is not enough that they have received training in technical art work. They should also be familiar with educational methods, with the general school conditions that surround the teaching of art in the public schools; and then, above all, they should be able to interpret the work in its principles and methods to the grade teachers, as well as justly to criticise and supervise their work.

The schools need to be supplied with more objects for the children to study. The models of the type forms that are now being so generally introduced should be supplemented with casts of natural forms artistically treated, in order that the children in their individual study of natural forms may see good examples of the art-rendering of nature, and also with reproductions of fine examples of historical ornament, both in relief and in color, that the children may have opportunities to study good examples of art-work applied to common life. In addition to these reproductions there should also be introduced reproductions of choice vase forms from classic, Renaissance and Oriental art. Man's realization of pure beauty of form and color has, perhaps, found its most complete expression in fictile art, and as these vase forms can be shown to be developments under the influence of the feeling for beauty from the type forms we have been considering, and as they are full of historic associations, they will greatly interest the children, and can, therefore, be studied with much greater profit for purposes of object drawing than the miscellaneous objects possessing no distinct elements of beauty that are too frequently placed before them.

With well-considered courses of study in art education, with the schools supplied with suitable materials and objects for study, with proper directors of art-teaching in the schools, we should see, I believe, a real art development in this country unexampled in the world's history.

And all this is possible. Upon you as School Superintendents devolves this important work. You have it in your power to lead this people to a right understanding of what art education means in the schools, where the people are taught to show how intimately, how organically it is connected with all that makes for true manhood and true womanhood—how it may elevate all manual work, and make it an expression of right thinking and noble living.

Reference has already been made to the want of art culture among our people. This is one of the noticeable facts connected with our social life, and yet the student of history sees that man's creations in art are among his highest achievements, and that they are identified with his highest moral and spiritual development. In the perspective of history it is the wonderful art creations of Athens and Rome and Florence and Venice, of Phidias and Raphael and Michael Angelo and Titian, enshrining as they do some of the loftiest conceptions of the human mind, that make these cities chief among men. No man can truly love and create the beautiful and be base. As a people we are ignorant of the great social uplifting and regenerating influence of art, and yet we have in our system of public education the grandest opportunity that was ever given to a people to make art in its highest aspects the common heritage of all. We are broadening its scope. With the introduction of the kindergarten we are recognizing the humanity of the child. With the introduction of the study of natural science we are recognizing the world of nature as a divine storehouse, filled with exhaustless treasures for the use and enjoyment of man. With the introduction of industrial training we are recognizing manual labor as concreting human thought in the broad interests of humanity. In introducing art education we are recognizing that the beautiful is not only the supreme truth in the material world, but that it is also a part of the supreme truth in the moral world, and that so far as it enters into human

life it is a Divine influence that makes for righteousness among men.

The love of the beautiful, therefore, should be one of the fine flowers of our public education, and when art education shall be so incorporated into the schools that its rich, benign influence shall permeate the life of the whole people we may then write over the door of every American school house these inspiring words of Schiller:

> Create the beautiful, and seeds are sown
> For godlike flowers to man as yet unknown.

Superintendent Balliet, in the discussion which followed, said: "The paper we have just listened to has presented the subject in such a manner as it has never before been presented to this department. Art is rooted in prehistoric man, and the love of the beautiful is the outgrowth of the useful. It is a mistake to look upon art education as something that can be added to what is being done in public schools. Art is democratic and can reach every being, every child. Science must underlie art. If we study botany it is proper that we should copy the leaf and the plant. And if we stop there we fail to accomplish what we are seeking. The study of history lands us in literature, and the study of literature is supposed to lead us into an appreciation of what is beautiful in language. But literature is taught in the public schools as a parsing exercise—the finding out of figures of speech. It is taught in such a way that a boy leaves school, glad to get rid of his studies—not with a desire to read more. If you want to cultivate art education you want to put it into the souls of teachers. You cannot have art education as long as you have cheap teachers. The only way to get good teachers is on the ground of fitness. The hand of politics must be kept out of the selection of teachers It is useless to talk of art education until this can be done."

Prof. J. H. Hoose, principal of the Normal School of Cortland, New York, said that he was a believer in art education in its broadest sense. It is not the form that makes a subject beautiful—it is the spirit which shines through the form. He did not believe in accuracy in art. In a child art is a spontaneous spirituality, but when he goes to school he is surrounded with regulations that stiffen his spirituality. He appealed for freedom for the child in expressing his artistic inclinations.

"HIGHEST OFFICE OF DRAWING."

Prof. Frank Aborn, teacher of drawing in the public schools of Cleveland, Ohio, read a paper on the "Highest Office of Drawing," in which he said:

There is no evidence to justify the assumption that genius is ever anything but an educational product in which the line of least resistence has been exceptionally clear and constant in one direction. Until genius is proven to be something else than this, the educational aim can only be to learn how and what can be done that other minds may possess similar capability. That the line of least intellectual resistence lies through the imaginative faculties is readily shown. By recording or materializing the mental images by means of language a complete system of mind engineering is thoroughly established. Drawing is the language of form, and in its employment as a means of recording mental images, describing imaginary aspects of imaginary objects, it attains its highest office. The process by which this is done is simplicity itself. Beginning with such forms as will enlist the child's co-operation, and proceeding from this to the work of consummate artists, the child is given problems to describe given aspects of specific objects. To illustrate the process: The educator draws some aspect from a common object on the blackboard, as a chair in any position, or a man pushing a box, and names some other aspect of the same object, or the opposite, right, left, front, back or top, as a problem to be solved. This the children try to do, and as soon as they have had time to make a memorandum, materializing their mental image of the required aspect, the educator draws a correct memorandum of the solution on the board, in the presence of the class, for their comparison. This scheme is parallel to the plan of solving written problems in mathematics. It adapts itself equally to all the branches of drawing.

In the general discussion which followed, Superintendents L. W. Day, of Cleveland; Charles F. Gordon, of Yonkers; H. S. Jones, Lincoln, Nebraska, and Andrew F. Rickoff took part; after which President Draper called on Hon. James L. Hughes, Inspector General of Education of Toronto. Mr. Hughes spoke of the educational union between the United States and Canada, and hoped that the meeting of the National Educational Association in Canada, next July, would be productive of good results in many ways.

Immediately after adjournment the members of the Department availed themselves of Mayor Fitler's invitation and proceeded to City Hall in a body. They passed through his Honor's private office into the assembly room, where they were introduced to Mayor Fitler by Dr. MacAlister and President Draper. After they had all shaken hands with the Mayor, his Honor addressed them briefly, saying he was glad to welcome them to the good old city of Philadelphia, as he recognized that they were engaged in a work that was the basis of religion, civilization, and good government. President Draper thanked the Mayor

for receiving them so cordially, and the members departed.

After dinner the members visited the Ledger building, where they were received by Mr. George W. Childs in his private office. Here a pleasant half-hour was spent with Mr. Childs, who showed them his interesting collection of mementoes and articles of virtu. To each of the members Mr. Childs presented a souvenir of their visit, after which they went through the press-room and other departments of this great newspaper office.

REPORTS OF COMMITTEES, ETC.

Except the delivery of short addresses by Superintendent Pratt, of the Indian School at Carlisle, advocating the liberal education of young Indians, and by General S. C. Armstrong, of the Colored University at Hampton, Va., who told of the progress of the colored race, the afternoon session was devoted to the business of the Department.

United States Commissioner of Education William T. Harris, from the Committee to Consider the Matter of School Statistics and Reports, suggested these four heads for school statistics: "Attendance of pupils, course of study, teaching forces, and appliances and support." The committee urged a discussion of these heads so that there might not be any doubt as to the exact meaning of the terms. The report was accepted and referred to the committee for further elaboration.

Supt. William H. Maxwell, of Brooklyn, from the Committee on Qualification of Teachers, reported that it is the sense of the Department that local candidates for the position of teacher should have the following qualifications: In scholarship the minimum requirement should be graduation from the local high school or some institution of similar or higher rank; in professional training a course of at least one year in the principles and methods of education in a local training or high school; in experience, at least one year's satisfactory trial or provisional certificate before a permanent certificate is granted. From the present unsettled and various stand points of certification, the committee did not advise the employment of teachers from candidates from without the city below the rank of principal, except upon examination by the city Superintendent. No person should be licensed to teach who is not possessed of sound scholarship, and has either had professional training or proved his fitness for his work by practical experience. The report was accepted.

The Committee on Nominations reported the following selections: President, Henry Sabin, of Ohio; Vice-Presidents, V. G. Curtis, of Connecticut, and Oscar H. Cooper, of Texas; Secretary, L. W. Day, of Ohio.

President Draper announced that the selection of the next place of meeting was in order, and invitations were extended from Brooklyn, Washington, Madison and Little Rock. Philadelphia was suggested by members from outside, who declared they were delighted with what they had received and would be glad to return next year. Brooklyn was selected on the second ballot.

THE PUBLIC SCHOOL AND CIVIL SERVICE REFORM.

George William Curtis, Chancellor of the University of New York, was the speaker of the evening, his topic being "The Public School and Civil Service Reform." He was introduced by President Draper, and was greeted with enthusiastic applause. His address was much as follows:

When my friend, the Superintendent of Public Instruction in the State of New York, who is also the President of this Association, asked me to speak to you this evening, I told him that nothing could surpass my willingness except my hesitation. I hesitated with the natural reluctance of a man who doubts whether even profound sympathy and interest in a good cause necessarily qualify him to speak to its masters and experts.

Every man might be proud and glad of the opportunity which you offer me, for he would know that in speaking to the higher officers of the public schools from every part of the Union he is talking to the whole country. If, indeed, the subject of civil service reform be more familiar to you in its connection with politics, you will not fear that I may be betrayed into an untimely political address. Civil service reform assumes that personal preference and party interest and partisan influence are not aids, but hindrances, to the independent exercise of discretion in the discharge of duties which are not political; and the reform law, therefore, presents to the appointing authority for its final choice, irrespective of persons or parties, and of every illicit and illegitimate consideration, only those candidates who have been proved to be fully fit and qualified for the duties of the place to be filled. This is the reason and the method of civil service reform. Nothing is more familiar than the fact that the evil for which civil service reform offers a remedy is co-extensive with the whole domain of the public service. What is the fundamental and vital branch of that service? In the large sense of the public service maintained by general taxation for the public benefit is there any department whose constantly greater efficiency is more vital to the national welfare than that which is represented

in this Association? Are the custom-house and the post-office more important branches of the public service than the public school? Three centuries ago Martin Luther said that the German who would not send his children to school was a traitor to his country; and if to-day, as Mr. James Russell Parsons, Jr., Inspector of Academies in New York, tells us in a recent paper, the maintenance of schools is held in the German empire to be the first duty of the State, can it be a secondary duty in a Republic?

DANGER OF THE SPOILS SYSTEM.

If any branch of the public service, therefore, should be resolutely secured against every form of the abuse I have described, should be wholly independent of mere personal or partisan influence, and free from the malignant power of patronage or spoils, it is the public school system. If that be a mischievous, wasteful, demoralizing system in other branches of the public service, what is it in the school? The public school system pervades the whole country, penetrates every district, touches every village and neighborhood, and moulds the ductile intelligence and character of the citizens of the future. If the fitness of a postmaster, of a customs collector, of a land agent, of an appraiser, is incontestably a public interest to be ascertained with all practicable care and certainty, is the selection and fitness of the public school teacher of less concern to the commonwealth?

Certainly there should be as much care in selecting a teacher as in selecting a fourth-class clerk in a public office. For what is the key of an effective public school system? It is not the pupil, who is plastic material, but the artificer who shapes the material. It is not the school property, nor the appropriations for maintenance, indispensable as they are. Reason, experience, the common consent of all great thinkers, and all authorities upon the subject, agree that the teacher is the school. All the wealth of India or of California could not provide a great school of any degree unless it could secure great teachers. Noble buildings, storied quadrangles and ancient groves, munificent endowments, museums, laboratories, gymnasiums, libraries, the profuse accumulation of literary and scientific resources, without the teacher is but Pygmalion's statue uninspired, the body without the soul.

NUMBER OF TEACHERS.

Not only are the teachers so important a body, but they are by far the most numerous body of public servants. Of the great national executive departments, the post-office is most generally diffused. Its service is co-extensive with the national domain. For their own benefit, for the maintenance of free republican institutions, to transmit to their children unimpaired the great heritage of wisely organized civil and religious liberty which they received from their fathers, the citizens of this country tax themselves enormously every year to educate their children in the public schools; and the only return of this vast outlay for which they look is the intelligence and morality, and the material prosperity which inevitably follows public intelligence and morality as the crops follow the quickening sun of April and the soft breath of May.

Teacherships in the schools are not popularly regarded as subjects of patronage. But are they not so practically, and is it wise that they should remain so? What is the present system? I believe that the requirement of certification or license before appointment is universal in all the States of the Union. The examination upon which the certificate or license issues is then the cardinal point. What are the vital, essential conditions of effective examination? To be properly effective the examinations must be uniform, entirely competent and wholly independent of the appointing power. The examiners must be sincerely interested in education, familiar with the duties of a teacher and with the requirements of the art of teaching, and capable of conducting an examination to ascertain both the scholastic attainments and the specific professional fitness of the candidates. By whom, generally speaking, is this examination conducted? By city Boards of Education and County Commissioners, or trustees or committees, who are appointed by political officers or nominated by party conventions; these are the authorities who examine and certify or license and appoint more than 90 per cent. of the teachers. Is this a reasonable manner of securing public officers qualified for duties so delicate and important as those of teachers in the public schools? Is it a method which would be likely to secure the most competent service of any kind? There is, indeed, an examination, but the examining and certifying Board is appointed by political officers or named by a party convention. Is a Board so appointed likely to be a Board peculiarly qualified to conduct such examinations? Is a party caucus generally intent upon such competence in the candidates whom it nominates? And when the Board so nominated not only examines and certifies or licenses teachers, but also appoints them, are such appointments generally or often made for fitness alone? I speak, of course, of a system, not of individuals. I know how many excellent men are selected even under this method, as I know that in other parts of the public service under a similar system most honest, industrious and efficient officers and clerks were selected.

INCOMPETENCE OF EXAMINERS.

The officers who are elected to conduct examinations and license and employ teachers are notoriously often selected without any regard whatever to their special qualifications for a responsibility so great, and for duties so vital. There is no limit of eligibility to membership in a Board of Education or a school committee, and it is probably true that the great multitude of officers appointed to conduct examinations, however well disposed, are totally unfitted properly to conduct them. Among public officers so nominated and elected, the notable want of actual interest in education, of comprehensive views, of convictions, of actual information and

knowledge of teaching, are obviously incalculable. The ability to resist personal and political pressure, and wrongful influence of every kind and of every degree, must be as various as the men. Good nature, ignorance, indifference and venality will constantly abuse and betray the great public trust committed to such officers. In every State, even in neighboring local communities, a uniform standard of competence will be impossible. Certificates will be granted, not upon proved qualification and merit alone, but often by personal or political influence, or the same insidious force will withhold the certificates.

Political places are created as pensions for useless parasites. So in a school system where the evil practice prevails, not only will incompetence be certified, but the list of certifications will surpass the demand. Perhaps it is supposed that a large eligible list is not disadvantageous. But what advantage is there in a copious choice of incompetent teachers, who, because of incompetence, will cringe most abjectly and accept smaller wages? That is a strain which necessarily lowers the character, efficiency and value of the schools. A competition, not of merit, but of low wages, will follow; and not the salary only, but the teaching, will be cheapened, the standard lowered, and, like the marble statue with the foot of clay, the whole resplendent system of public education must be weakened by incapacity and inefficiency in the primary schools.

OUR SCHOOLS OUR PRIDE.

Our public school system in its purpose and scope and general administration is our national pride, if not our glory. But, as Americans, fully comprehending what it is, is it not our first and patriotic duty to repair in it whatever imperfections may appear, that it may more and more effectively subserve its purpose? You know, gentlemen, undoubtedly better than I, that political patronage and personal interests and partialities, ignorance and indifference, and mercenary and illicit motives of all kinds, do in some degree degrade and demoralize the public-school system. You know that, in the primary schools, the seeds of our future America are sown, and you know how deep in that quick soil of childhood all ignoble dispositions may strike their roots like poisonous weeds, and with what difficulty they are torn up. A teacher cannot cringe to a superior school officer and flatter and fawn for favor without a loss of self-respect, which necessarily affects his manhood, destroys his enthusiasm, and unfits him for his duty.

As Bacon was said to have taken all knowledge for his province, so America takes all the world and all the wit and wisdom of mankind for its teacher. Germany is an empire and America is a republic; but if an empire has an admirable school system, nothing so well illustrates republican intelligence as careful observation of it and adaptation of such parts of it as commend themselves to republican judgment as suitable to republican institutions. We justly hold that teachers should be licensed and appointed upon examination. Then the examinations, the certificates, and the appointments, should be absolutely free, so far as possible, from personal prejudice or favor, political or interested pressure, or other illegitimate influence. The teacher should feel and the public should know that his selection is due wholly to his proved fitness, a fitness ascertained by carefully considered, impartial and impersonal tests.

SHOULD BE INDEPENDENT OF POLITICS.

The public school system of the United States should not stand upon the shifting sands of the whims and prejudices and politics of the district caucus, but upon the solid rock of experience and reason. In every part of the Union it is essentially a State institution. It is maintained by the State upon the highest considerations for the general welfare. The State creates funds constitutionally inviolable, appropriates their income, and lays specific taxes upon all the people for the support of the schools. For the same great and common purpose the authority of the State should secure uniformity of training and examination for teachers, and the examinations should be competitive, as under the national law for other departments of the public service. In the State of New York great progress in this direction has been made in the voluntary adoption by the School Commissioners throughout the State, at the suggestion of the Superintendent of Public Instruction, of uniform simultaneous examinations for teachers upon conditions essentially competitive. Three grades of certificates are issued. The State Superintendent, in his report for this year, says that "to this system more than to anything else, and perhaps more than to all other things taken together, is to be attributed the marked increase of interest in the work, the constantly advancing qualifications, the added attendance upon the normal schools and training classes which are everywhere manifest."

In conclusion, Mr. Curtis said: The American public school is the true temple of the people. In every other branch of activity, in religion, in politics, in society, even in charity, we are all divided into sects, and parties, and clubs, and cliques. But in the public school citizens of all sects and all parties, of all social sympathies and associations, meet on a common ground, with a common interest and a common purpose. It is the American temple dedicated to what we believe the essential condition of popular government, an educated people. The State gives its children knowledge as a two-edged sword, indeed, with which they may either slay themselves or carve their way to the highest human service. The public school merely opens to the child that opportunity of training and developing his powers, his character, and his aims, which comes from knowledge of human thought and achievement in all times and countries—an opportunity which he alone can improve for himself. The dignity, the influence, the power, of the teacher's office, therefore, are incalculable. Is any public duty more transcendant than that of enabling the duties of that office to be discharged more satisfactorily, of constantly elevating it

both in the respect of him who fills it and in the confidence and honor of the public for whom he holds it? Shall we spare any thought, any effort, any cost, to make the public school what we mean it to be, the corner-stone of the ever loftier and more splendid structure of political liberty, and to impress upon the teacher by our sympathy and care the central truth of the school system, that the child is educated by the State, not that he may read and write only, but that the trained power and noble intelligence of the American citizen may tend constantly more and more to purify and perpetuate the American Republic?

After a rising vote of thanks to Mr. Curtis and a short address by General Morgan, Commissioner of Indian Affairs, the meeting adjourned, many of the members going upon the platform to meet the distinguished orator.

GEOGRAPHICAL EXHIBITION AT BERNE.

On the opening of the third day's session of the Department of Superintendence, Dr. MacAlister urgently advised the members to remain in the city until Friday, and visit the psychological laboratory at the University of Pennsylvania, when they could also visit the new library of the University.

United States Commissioner of Education Harris read a letter inviting the department to participate in the geographical exhibition to take place at Berne, Switzerland, from the 10th to the 15th of August next. A committee of five, consisting of Messrs. Lane, of Nebraska; Bardeen, of New York; Hancock, of Ohio; Prince, of Massachusetts, and Waller, of Pennsylvania, was appointed to prepare an exhibit of the improved methods of teaching geography in this country for representation at Berne.

Commissioner Harris also made an appeal for material support to secure the further publication of "Barnard's Journal of Education," which had been stopped for the want of funds. It was known among the members that Dr. Henry Barnard had exhausted his fortune in compiling this work, which is one of the foremost works on education published in this country. Several sets were immediately subscribed for, and other assurances of support were given by Superintendents.

UNIVERSITIES AND SCHOOLS.

Supt. Oscar H. Cooper, of Galveston, Texas, read a paper on Universities and Schools. Among other things he said:

Universities are the natural leaders of educational progress. Whatever their outward form may be, they are essentially democratic in their character and influence. Sham and shallow pretence cannot long survive where real university life has taken root. The debt of modern civilization to universities, from that of Athens, with its millennial history, to those of our own time, can hardly be overestimated. The highest social and political ideals have ever been cherished in the atmosphere of intellectual freedom, which is the vital air of the best university life.

Our system of public instruction which has been developed within the last half century in the United States, has become in large measure independent of our leading colleges and universities. While professing my hearty allegiance to the university ideal and to university life, yet, in the present stage of development of this country, I am compelled to believe that the public school is of more importance to the national life, at least to its immediate future, than its universities.

Our programmes should be shortened and enriched beyond question, and our methods of administration of the public schools are often far from satisfactory; but superficial criticism and off-hand discussion of these matters will do little beyond exasperating those whom they are intended to aid. Too often we find men who are in control of public school administration destitute not only of real culture, but of a consciousness of their need. So far as universities are concerned, the improvement of education will not be secured by criticism at public gatherings of the methods pursued and the results attained in the public schools.

As the universities have grown in numbers and wealth, the number of young men of collegiate education who have devoted themselves to teaching has been diminishing, until they form at present a small proportion of those who are devoted to this calling; and thus the university influence over our general system of education has been steadily growing less as that system has developed in magnitude and importance.

The remedy for this state of things is, Let the universities take hold in an earnest, vigorous way of the problems of how best to train teachers; let them make the training of teachers an important part of the universities' work. The teachers of the United States would, I am sure, greet with proper appreciation and gratitude a movement on the part of our universities toward the recognition of their work as one of the leading learned professions, a recognition which will be secured by the establishment in these universities of properly equipped, well managed schools of pedagogy."

President Harrison E. Webster, of Union University, Schenectady, N. Y., in discussing the paper, said he thought all of us would agree with what had been said. He would rather have the paper headed "Colleges and Schools," because the amount of University work done in the United States is very little. He referred to the changing of the names of colleges in New York State to universities. The addition of a law school on one hand and a theological seminary on the

other does not make an university. Nor does increase in number of students make such an institution. He thought the colleges put too much on the lower schools by constantly raising the requirements of admission, until now the demand for less years in college instruction is on the increase. The high schools should teach only what is necessary for their pupils' admission to college as soon as possible.

Prof. S. G. Williams, Cornell University, Ithaca, N. Y., believed that the universities do elevate the lower schools. He thought it absolutely true that there is no real university in this country. They are all colleges at the bottom. He could see a tendency in these institutions toward university work. One of the distinct notes of university work is freedom of study. This prevails in a degree in some institutions in this country, and as a process of evolution he thought would continue until it would result in a sloughing off of those studies which are rigidly insisted on, and the student would be permitted to select his studies, to be pursued under the direction of his professors.

Prof. N. M. Butler, President of the College for Training Teachers, of New York city, said the American college was established as a high school, but has gradually drifted away from that standard. He contrasted the educational development of this country and Europe, and asserted that we pay more attention here to the elementary training of students than they do abroad. He detailed the progress of the introduction of the study of pedagogy into the universities and colleges in this country, and expressed gratification that the branch was becoming more recognized.

RESOLUTIONS ADOPTED.

Superintendent A. P. Marble, of Worcester, Mass., Chairman of the Committee on Resolutions, then presented the following as the work of the committee:

The Department of Superintendence of the National Educational Association, at its mid-year meeting for 1891, has been received and entertained, in the city of Philadelphia, with a cordiality and warmth of hospitality almost, if not quite, unprecedented; and amidst the inspiring surroundings in this historic place, and by the sympathetic assistance of the citizens, this meeting has been one of the most profitable in the history of the Department.

For this result the thanks of the Department are due especially, and they are hereby tendered, to President James MacAlister, of the Drexel Institute, for his thoughtful care in making all needful arrangements for the meeting, and for his constant contributions to its interest; to the Board of Education, the city authorities, and the heads of educational and other institutions here—too numerous to name specifically—for our welcome, for our entertainment, and for the open doors which we have been invited and urged to enter; and to the railroads and hotels, which have granted us reduced rates.

We also thank the President and officers of the Department for a programme of unusual interest, carried out with a promptness and effectiveness worthy of an educational Napoleon; and we thank the several lecturers and speakers for a rare educational treat.

As the result, in part, of our deliberations, we announce and place on record the following conclusions:

I. In our free Republic the State is merely the expression of the people's will, and not an external governmental force; and taxes are levied on property for the support of schools, because universal education is indispensable to the perpetuity of the State. Education, therefore, including an acquaintance with our national language, becomes the rightful inheritance of every child. It is the right and the duty of the State not only to provide for this education, but also to insist that no child shall be deprived of that priceless heritage. The proper exercise of this right does not restrict the freedom of parents in the education of their children, except in the narrow limits of this necessary purpose.

II. Æsthetic culture, the appreciation of the beautiful in nature, in literature, in the truths of science, in art, is an end towards which all good teaching aims; and this love of the beautiful, while it softens the asperities of life and contributes largely to the sum total of human happiness, tends also to moral beauty and the development of noble character, if this love is awakened by teachers efficient and thoroughly equipped.

III. To this end we urge the establishment of normal schools, colleges for the preparation of teachers, chairs of pedagogy in universities, courses of lectures on the science of teaching, educational periodicals, and all other means for the preparation of teachers for their work; and we desire that by these means the teachers of the land may, so far as possible, fit themselves for this noblest of all professions before entering it, and that we may none of us regard the preparations for this great duty fully accomplished so long as little children come fresh from the hands of the Creator to be guided and developed to a great extent, if not chiefly, under our care.

IV. We welcome the tendency to establish widely over our country free public libraries, in view of their nature as an educational force in school and among the people; and especially we commend the wise foresight of those men of wealth who are administering their own estates by giving liberally while living to found or endow such libraries, especially in their own towns, where they can witness and enjoy the results. And, on behalf of our constituency, now truly national, we applaud also the munificence which is establishing so many schools and colleges,

that open a gate much broader than the needle's eye, not only for the rich man, but for a long procession of the young, to the glories of the hereafter.

V. We must emphatically commend to the country the exposition of the principles of civil service, as applied to the teachers in the public schools, to which we have listened; and we recommend the enactment of laws in the several States, requiring, from all candidates for the office of teacher in these schools, certificates of qualification from the State authorities. Such a law would not appoint teachers; it would simply decide what candidates shall not receive appointments.

VI. The revival of interest in education, the emulation of authors and the rivalry of publishers, have within the past fifty years produced great improvements in school books for both pupils and teachers. We are opposed to State publication of school books, because such a custom would inevitably tend to destroy this healthy emulation; and because, whatever useful and indispensable functions properly belong to the State as a corporate body, the preparation of books in a constantly growing science, and the writing of poetry, for example, are not among these functions. Experience has fully justified this belief.

VII. Justice, as well as the best public service, requires the retirement and pensioning of teachers after a service of thirty years, and upon carefully-devised conditions. We recommend the enactment of laws in the several States to permit and to regulate the retirement and pensioning of professional teachers.

The resolutions, as read, were then unanimously adopted.

THE PREPARATION OF TEACHERS.

The only paper read at the afternoon session was one by the next President of the department, Henry Sabin, State Superintendent of Iowa, on "What Present Means are Available for the Preparation of Teachers for their Work." He said:

I propose to confine the scope of this discussion to cities of from 10,000 to 15,000 inhabitants. To supply schools with teachers we are confined to colleges and universities, normal schools, high schools and their graduates, and county institutes. Except the question of moral training, all other questions sink into insignificance compared with that of supplying schools in our smaller cities and towns with competent teachers.

The tendency to establish chairs of pedagogy in colleges he regarded as a subject for congratulation. In reference to principals of schools who supervised the teaching in their schools, he said they must be persons of growing scholarship, cultured in the sense that culture means depth, not polish, and solidity of foundation rather than beauty of exterior. They must have that power of concentration which comes from close application, that grasp of mind which enables the individual to so comprehend the ideas and thoughts of others as to make them available for his own purposes. In other words, the man who is to direct others in teaching must himself know by what process he acquires, retains and reproduces knowledge.

Special preparation for teachers' work is desirable, he said, and the four indispensable requisites—knowledge of subject matter, uprightness of character, ambition to investigate, and common sense. If any of the requisites are wanting, no amount of professional study and reading of educational books can supply the deficiency.

After discussing the preparation of teachers and showing how many of the institutions are unsuccessful in sending out good teachers, the speaker said that occasionally a high school is found which is renowned in all the surrounding country for sending out good teachers. In such a school, he said, we find that pupils are taught how to study, to exhaust the means at their command, and to ask questions as well as answer them.

He suggested two ways to increase the efficiency of the Normal School: first by raising the entrance standard, and by increasing the requirements for graduation.

Regarding the elementary preparation of teachers for their work, he continued, three things should be said:

1. Teachers should be carefully trained to know and regard the laws which pertain to sound physical health. The body of the child is of as much consequence to him as his mind, and the teacher has no more right to trifle with one than he has with the other.

2. The individual peculiarities of each child, the wants and capacities, demand of the teacher close thought and observation.

3. In order that his instruction and discipline may as far as possible counteract the influences that are fast warping the life of the child out of all comeliness and symmetry, attention to the environment and home life of the pupils cannot be safely neglected.

After describing at length the methods of preparing persons to teach, he said: "After all, I confess at times I am out of patience and disgusted with very much that is said and written and done concerning the preparatory work demanded of teachers. It is too lofty, too top-heavy; it lies away up on the upper shelves, where teachers of ordinary stature cannot reach it.

If we would throttle crime in its dens, we must make our moral training more effective—in the kindergarten, in the primary grades, in the district school—wherever we can reach the mind of the child in its formative state. If we expect to give the child the power to earn an honest living, we must put him in possession of the multiplication table; if we would enable him as a citizen to vote intelligently, we must teach the boy the principles of republican government. If we are to reform politics, we must make the primer and the spelling book the power behind the political throne.

The paper was discussed by W. H. Beach, of Madison, Wis.; A. P. Marble, of Wor-

cester, Mass.; J. M. Greenwood, of Kansas City; William N. Barringer, of Newark, N. J.; H. C. Missimer, of Erie, and President Draper.

At the conclusion of the discussion Dr. MacAlister proposed a vote of thanks to President Draper, asserting that he had brought the department where it ought to be kept. The motion was unanimously adopted by a rising vote, and President Draper made an appropriate reply.

RECEPTION AND BANQUET.

The sessions of the annual meeting were brought to a pleasant close on Thursday evening in St. George's Hall. The occasion was a reception given to the members of the department by the Board of Education.

The storm prevented the attendance that was expected, but did not in any way mar the pleasure of those who braved the weather and were present. Over 100 persons were there, and the masterly papers and discussion of the meeting were the theme of conversation in many a group.

Some of the women members of the Board of Education were present, and also some of the women officers and teachers of the schools. Their presence added interest to the occasion and brightness to the discussion of school problems.

On each side of the platform were grouped palms, lilies, azaleas and daffodils, and from behind them an orchestra played medleys of operatic and popular airs. In each window stood a graceful palm, and near the entrance door was another group.

The reception committee was composed of Messrs. Henry R. Edmunds, Richardson L. Wright, Paul Kavanaugh, A. M. Spangler and Simon Gratz. Rapping for order, Mr. Edmunds welcomed the guests of the evening, regretting that the stormy weather had prevented a larger attendance, both of guests and members of the Board of Education.

Shortly after, all present sat down to a dozen tables set at one side of the hall. The tables were decorated with shaded candles, and on the side table were baskets of fragrant roses, which were afterwards distributed among those present.

LITERARY DEPARTMENT.

THE most notable by far, and in many respects the most beautiful, of all the many "holiday books" issued for the past holiday season, was Longfellow's *Hiawatha* of Messrs. Houghton, Mifflin & Co., Boston (Price $6). It is almost a pity that it appeared as a holiday book. It is an all-year-round book if ever there was one; as appropriate for one season as for another, always appropriate as a gift, and possessing an intrinsic value of its own, besides being a thing of beauty that is a joy forever, which will make it grow in value and importance, rather than diminish, as the years go by. Its numerous full-page photogravures and marginal engravings, by Frederick Remington, who is without a rival as the artist of Indian life and western scenes, form an almost complete pictorial record of the manners and customs, the dress, implements, utensils, and typical physiognomies and occupations of that race of red men who, in their wild state at least, will soon be a thing of the past. Every detail, every moccasin, head-dress, papoose-basket, arrowhead, and saddle, is drawn with photographic accuracy directly from nature, and yet with that artistic touch that has made Mr. Remington famous. His Minnehaha may, indeed, not come up to the ideal of our fancy, so far as beauty is concerned; but it is likely that she is more true historically than even the one the poet imagined. The book is made as only the Riverside Press can make books, up to the best traditions of the publisher's art. The title-page in its elegant simplicity is one of the most exquisitely beautiful we have ever seen. The binding in buckskin with gilt side-title and design is peculiarly appropriate; and helps to make the volume perhaps the most thoroughly, wholly, and typically American ever published.

Equally beautiful as specimens of book-making are the ten handsome volumes of the new "Riverside Edition" of the *Works of James Russell Lowell*, just completed by the same publishers (Price $1.50 per vol.) We described them a few months ago when writing of the "Literary Essays," which comprise the first four volumes. The fifth contains the "Political Essays" of the distinguished poet, essayist, and statesman, including the famous one on Abraham Lincoln. Volume VI. has his "Literary and Political Addresses," including all previously published in the volume "Democracy and Other Addresses," besides the noble one on "The Place of the Independent in Politics," the one on "Tariff Reform" delivered at Boston on December 29th, 1887, and one on "Our Literature," delivered in New York last April. It also has a very full and excellent Index to the entire six volumes of his prose writings. Vols. VII.–X. contain his "Poetical Works," arranged by the poet himself, generally in chronological order, with a characteristic preface explaining why he has "after much hesitation, consented to the reprinting of the old editions without excision," for which every admirer of our greatest and manliest poet will be heartily thankful, even though the average

excellence of the poetic collection be thereby lowered somewhat. Three portraits embellish the series of volumes, if the one by Page in Vol. I. of the "Poetical Works" can be said to embellish! This set of stately, dignified, elegant-looking volumes is the "final edition" of the poet's works, arranged and edited under his own supervision. Henceforth it will be *the* edition of Lowell, and every way worthy of being the companion of the similar "Riverside Editions" of Longfellow and of Whittier. The books are a credit to the taste and skill of American publishers as truly as their contents are an honor to American literature.

Students of our literature will find suggestive helps in Mr. Greenough White's modest *Sketch of the Philosophy of American Literature* (Boston: Ginn & Co.), Mr. G. J. Smith's *Synopsis of English and American Literature* (The Same), and *Our Dictionaries and other English Language Topics*, by R. O. Williams (New York: Henry Holt & Co.) The first is a thoughtful and we think quite successful attempt to prove the independent and organic development of American literature. At the same time we by no means agree with the author's verdict upon some of our individual wrtters and his judgment as to their significance. Poe, for example, was certainly not "the completest literary exponent of the South, in his passionateness and insubordination, etc.," whatever else he may have been. Mr. Smith's *Synopsis* will be found particularly helpful to teachers of literature as a compendium and guide. It divides the literature into *Ancient:* 1, before the Conquest, 2, from the Conquest to 1350; *Early English:* 1, fourteenth century, 2, fifteenth century; *Modern English:* 1840 to the present: 1, period of Italian influence, 2, French influence, 3, Modern life. It gives in his proper place every important author's name, dates of birth and death, class and rank, best known works, contemporaries, and some leading events in the history of his time. A list of "books for general reading" is also given, half of which could readily be omitted, and must be for practical purposes. There is much that is both curious and instructive in Mr. Williams' volume of essays, especially in the first one, the sketch of "The Growth of Our Dictionaries." One would have to go far to find a more entertaining set of facts, while the *fac simile* title-pages of several old dictionaries are exceedingly interesting. Equally so are "Some Peculiarities Real and Supposed in American English," "Good English for Americans," and "Cases of Disputed Propriety and of Unsettled Usage." There is much out-of-the-way information given, and much that will help the reader to propriety and accuracy in the use of the language. The book is a handsome piece of typography, a handsome book in every respect.

With the increase of school libraries throughout the country—we are sorry to say that our State is not in the first rank in this respect—there is a steady increase also in the number and kinds, as well as improvement in the quality of books published suitable for this purpose. We have recently received several histories that we can specially commend for use in school libraries. The first is one of the best popular histories of Germany known to us, entitled *The Three Germanys*, (New York: A. S. Barnes & Co., 2 vols., Price $7,) by the Hon. Theodore S. Fay. Good histories of Germany are exceedingly scarce, especially good popular histories. Yet no other history is more needed, for Americans are usually more ignorant of German history than of any other. Mr. Fay's work is not only thoroughly reliable and trustworthy, but is written in so entertaining a style as to make it easy reading, and its 1300 octavo pages seem all too short. This is owing largely to the fact that the author has spent nearly his whole life in Germany, and been an eye-witness of most of the events he treats of, at least in his second volume. The first volume treats of the "first Germany," from the earliest times to the fall of the "Holy Roman Empire," before Bonaparte, about 1806; the "second Germany" comprises the revolutionary period up to the crowning of Kaiser William, 1871; the period since then, up to the crowning of his grandson William II. belongs to the "third Germany." So far as known to us, there is no more full and interesting work of the kind in our language, nor one better adapted for school libraries. The personal interest of the author arouses a similar interest especially in the youthful reader. It is a history boys and girls will like to read, and yet it is a thoroughly accurate and trustworthy work. We commend it heartily to all library committees. So indeed we do the first volume of the "Epochs of American History" series, devoted to *The Colonies*, 1492–1750 (New York; Longmans, Green & Co., Price $1.25), by Reuben Goldthwaite. The series is to be complete in three volumes of about 300 pages each, all under the editorship of Dr. A. B. Hart of Harvard. The volume before us is philosophical in spirit and method, giving not only disconnected facts, but treating rather of principles and tendencies. Yet the arrangement and style are eminently clear and interesting. We note as particularly fair and readable the chapter on "Indian Characteristics." The work in general seems to be quite reliable and very interesting, though in several incidental conclusions of the author we might not concur. The volume is excellently made, its four maps are admirable, and the entire make-up of the book is very superior. Of all the western states of our Union, there is probably none of greater interest to the general public than Utah. Hence the volume of Mr. Herbert Howe Bancroft's monumental history of America devoted to the *History of Utah* (San Francisco; The History Co.,) will appeal to more readers than any other of the series. It may almost be said to be the only authoritative history of the Mormons, and the state that owes so much to them, in existence. The author evidently tries to be fair and unbiased, giving both sides of the Mormon question frankly and fully. The volume is a valuable one, and interesting as it is valuable, thorough, accurate, pains-taking and exhaustive.

Of a number of books of a general character suitable for school libraries which we have recently received, we have space only to mention a few. Biographies are always popular. Hence were such biographies of a professional class of men as are the volumes of the "American Religious Leaders" series they would not be out of place. Certainly the latest one will be more than welcome to teachers, that of *Francis Wayland*, one of our greatest American educators, by Prof. Jas. O. Murray (Boston: Houghton, Mifflin & Co., price, $1.25). Similarly James Parton's *Captains of Industry*, Second Series, "A Book of Young Americans," (The Same, price $1.25) ought to be extremely popular and equally wholesome. They are brief sketches of many men and some women who, though not always known to fame, yet were true benefactors of their race, and worthy of imitation. *Animal Life*, in the Sea and on the Land, described as "a Zoölogy for Young People," by Sarah Cooper (New York: Harper & Bros.), is interesting and attractive with its many illustrations, and better adapted for reading supplementary to the text-book than for use as a text-book in class. It would be a popular library book, and a very useful one. A volume which we can and do most unqualifiedly recommend for a place in the library of every student of human thought, is the eighth volume of Griggs' "Philosophical Classics," being *Hegel's Logic* (Chicago: S. C. Griggs & Co. Price, $1.50) by Dr. Wm. T. Harris, one of the foremost students of the great German philosopher in this country. His "critical exposition" of Hegel's Logic is beyond praise. It is equal to the best of the volumes in this valuable series. It enables any one of ordinary intelligence to understand the great German's system of thought far better than most could do by studying his own works. Messrs Griggs & Co., deserve the thanks of all students for issuing this series of highly important works, so creditable to American thought and scholarship. The other volumes on Hegel thus far issued are the ones on "Esthetics," and on the "Philosophy of History," of which we wrote at the time of their appearance. An added feature of value in the present volume is the list of books recommended as helpful to the English student of Hegel.

FRANKLIN SQUARE SONG COLLECTION: *Two Hundred Favorite Songs and Hymns for Schools and Homes, Nursery and Fireside. No. 7. Selected by J. P. McCaskey. New York: Harper & Bros. Paper edition, 50 cts.; boards, 60 cts.; cloth, $1.00.*

The wonder to us is where and how Dr. McCaskey finds all the gems of song he gives us in the successive numbers of his Song Collection. Only one as enthusiastic as he is could do it. He loves the dear old songs of our childhood, while his refined and cultured taste is quick to recognize every sweet melody that springs into being now. He is a severe critic, however, and admits nothing that is not morally as well as musically good, however catching the air and ephemerally popular it be. He is doing a great and good work for the musical culture, and for the heart culture too, of the rising generation. And we are glad to note that his work is receiving some of the appreciation and encouragement it deserves. His Song Collections are well adapted for school use, and are especially in favor about the organ or piano in the average home of culture and refinement.

THE ELEMENTS OF PHYSICAL GEOGRAPHY. *By Edwin J. Houston, A. M. Revised Edition. Philadadelphia: Eldredge & Bro. Price, $1.25.*

This work first appeared in 1875, and has since then been eminently successful, the publishers claiming that "it is to-day more generally in use than other text-book on the subject." It has now been thoroughly revised and brought up to date, and is a very satisfactory book on the subject. In the matter of arrangement of the subject and text, questions, reviews, syllabus, etc., it is especially excellent, but its maps and illustrations are not equal to some others.

NEW FOURTH MUSIC READER. *By C. W. Mason and Geo. A. Veazie. Large octavo. Pp. 282. Boston: Ginn & Company. 1891.*

This new fourth number of the National Music Course is well adapted for the upper grades of boys' and mixed schools, and contains numerous exercises and part songs, together with much practice in chord singing, especially adapted to the voices for which it is designed. The book is intended to follow the Third number of this well-known series. The music is mostly written in three parts, but is arranged in four-part form on three staves, the upper staff containing the first and second soprano parts, the second alto, and the third the bass, which with occasional exceptions, is merely the alto repeated, so that those boys who sing a clear alto may take that part, while those whose voices have changed may take the same notes lower. Careful attention has been given both to the quality of the music and to the grading of the book in its different sections. It is a valuable addition to the series of text-books in music published by Messrs. Ginn & Company.

A STEM DICTIONARY OF THE ENGLISH LANGUAGE. *For Use in Elementary Schools. By John Kennedy. New York: A. S. Barnes & Co. 8vo., pp. 282.*

The author of this work has undertaken a laudable but somewhat difficult task. To supply the need of a ready means of general stem reference in making stem values the basis of word-study, he has endeavored to present in alphabetical order the chief stems of our language and the value of each. The work is of course not exhaustive nor wholly faultless, but it is a brave attempt towards a needed and laudable end. The abundant and judiciously-chosen quotations showing the use of the stem derivations are excellent and valuable. The Preface might have been simplified and curtailed without loss of value. The book is one that supplies a felt want, and will be found very useful by teachers.

WREATH OF GEMS: *Songs and Glees for Institutes, Schools and Classes. By J. H. Kurzenknabe. Pp. 144. Price, 25 cents. Harrisburg, Pa.: J. H. Kurzenknabe & Sons.*

This attractive collection presents a goodly proportion of favorite old songs, which are always new to the new generation, and adds others that are original, either in words or music or in both. A special feature is the entertainment and concert department, with directions as to how certain of the songs should be presented before an audience. It is well adapted for use by teachers' institutes as well as in schools, and we are pleased to know that it is having a large sale.

BECAUSE HE LOVED YOU SO.

ELIZABETH AKERS.
WILLIAM R. DEMPSTER.

Con espressione.

1. Come, let us make his pleasant grave Up - on this sha - dy shore, Where the
2. Fair blossom daughters of the May, So love - ly in your bloom. Your
3. Here all the warm, long sum - mer days, The yel - low bees shall come, Co -
4. Here with their soft and cau - tious tread, The light feet of the shower Shall
5. And when the summer's voice is dumb, And lost her bloom - ing grace, When

sad, sad riv - er, wave on wave, Shall grieve for - ev - er - more; Oh,
ranks must stand a - side to - day, To give your dar - ling room; These
quet - ting down the bloom - ing ways With loud and ring - ing hum; While
walk a - bout his grass - y bed, And cool the sul - try hour; Yet
sigh - ing au - tumn tem - pests come To weep a - bove the place, Till

cres. *sotto voce.*

long and sweet shall be his dream, Lulled by its sooth - ing flow: Sigh
dew - drops which you shed in showers Are lov - ing tears, I know: Bloom
war - bling in the sunny trees The birds flit to and fro: Sing
may not wake to smiles a - gain The eyes which sleep be - low: Fall
all the for - est boughs are thinned, Falls soft ca - res - sing snow, Grieve

e con espress. *cres.*

soft - ly, soft - ly, shin - ing stream, Be - cause he loved you so! Sigh
bright - ly, bright - ly, grate - ful flowers, Be - cause he loved you so! Bloom
sweet - ly, sweet - ly, birds and bees, Be - cause he loved you so! Sing
light - ly, light - ly, pleas - ant rain, Be - cause he loved you so! Fall
gen - tly, gen - tly, wail - ing wind, Be - cause he loved you so! Grieve

rall. ad lib.

soft - ly, soft - ly, shin - ing stream, Be - cause he loved you so!
bright - ly, bright - ly, grate - ful flowers, Be - cause he loved you so!
sweet - ly, sweet - ly, birds and bees, Be - cause he loved you so!
light - ly, light - ly, pleas - ant rain, Be - cause he loved you so!
gen - tly, gen - tly, wail - ing wind, Be - cause he loved you so!

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CONVENTION OF SUPERINTENDENTS OF EDUCATION.

COUNTY, CITY, BOROUGH AND TOWNSHIP SUPERINTENDENTS.

IN pursuance of the call of the State Superintendent of Public Instruction, the County, City, Borough, and Township Superintendents of Pennsylvania assembled in convention at Association Hall, corner of Fifteenth and Chestnut streets, Philadelphia, on the afternoon of Thursday, February 26th.

The Convention was called to order at 2:25 p. m. by Dr. D. J. WALLER, Jr., State Superintendent.

He said he had made the call for this hour that the body might have full control of its own affairs, and yet if it was deemed desirable an adjournment might be had to give opportunity to attend the closing session of the National Department of Superintendence. The call had been issued in response to the expressed wish of many superintendents, and in accordance with well-established and time-honored precedent, to give opportunity for making each other's acquaintance, to concentrate our influence upon such pending legislation as it may be considered wise to further or hinder. Those of us who have listened to the exercises in the National Association, and especially to our distinguished citizen, Mr. George William Curtis must feel justly proud of the standing conceded to Pennsylvania in so far as legislative provisions are concerned; and no doubt are also gratified to know that many of the difficulties which we find to beset the teachers of other commonwealths are practically unknown or at least but little known to 90 per cent. of our own. As Pennsylvanians we should keep always in mind the fundamental idea which underlies the public education of our commonwealth—the truly democratic idea of *the maximum of local control with the minimum of centralization.* Feeling, as we must and do, the influence of a neighboring State where exactly the reverse order prevails, it may be well to remember that all we do should harmonize with the principle upon which we have built, and the realization of which has produced such gratifying results: for while we are yet far from the goal, we have made in many directions very gratifying progress, compared with others as old or older under different systems.

The chairman also presented on behalf of Supt. MORRISON, of Philadelphia, the compliments of the Board of Education, with the assurance that it would afford them pleasure to facilitate any wish of the members to visit the various institutions under their control, or to receive them at the rooms of the Board.

He added also that the Convention was indebted to the thoughtfulness of Dr. MacAlister for the use of the Hall for day sessions this afternoon and to-morrow. It could not be had for evening sessions, as it had been previously engaged for other meetings.

Deputy Supt. Houck, on motion, called the roll of Superintendents, when a large

attendance was noted, which was increased at the subsequent sessions. A full enrollment of members present will be found at the close of this report.

The Chair suggested that the organization be now completed, and that we then decide what to do with reference to attending the sessions of the National Department of Superintendence.

The desire that Dr. Waller retain the chair was unanimous, and on motion Supt. Ella Herrick, of Cameron county, was elected to the Secretary's desk.

Deputy Houck said there were several present who were not now Superintendents, but whose good work in days gone by in that and other capacities entitled them to a share in the deliberations of this body. Of these were Hon. Henry C. Hickok, the first State Superintendent under the separation act which removed the management of the Common Schools from the office of the Secretary of the Commonwealth and created the Department of Public Instruction; Drs. Edward Brooks and A. R. Horne, ex-Principals of Normal Schools; ex-Supts. W. W. Woodruff and M. G. Brumbaugh; J. R. Sypher, Esq., an old teacher, now of the Philadelphia bar. He hoped all these gentlemen would be given the privilege of the floor, and made a formal motion to that effect, which was adopted.

Dr. Brooks was sure he voiced the sentiment of all who had been thus honored, in returning the most cordial thanks. Some of us spent the happiest days of our lives in the work in which you are now engaged, and our choicest recollections, our tenderest feelings, are intertwined with that work. We esteem it therefore an honor as well as a pleasure to be thus associated with you in fighting and winning the battles of our common cause.

Deputy Houck: I hope to have a word from Mr. Hickok.

Mr. Hickok: I came up here from force of habit, because I could not help it. I have always been deeply in sympathy with Pennsylvania education in all its phases; and with no class have I more sympathy than with the Superintendents, who bear the brunt of the battle, and do the hard work, for but little reward. There is no more arduous position, when we consider the extent of territory to be traversed, the prejudices to be overcome, the antagonisms to be grappled with, in forming and moulding public opinion. I am thankful for the honor conferred upon me; but I feel deeply, as all of you will who live long enough, that 73 is not 23—that while the spirit is willing the flesh is weak, and while the heart responds as warmly as ever, the power of expression fails. I can only bid you Godspeed, and wish you long life and yet higher honors.

On motion, committees were appointed as follows:

On Programme.—Supts. Lose of Lycoming, Wertz of Blair, and Booz, of Bristol.

On *Resolutions.*—Supts. McGinnes of Steelton, Missimer of Erie county, Berkey of Somerset, Brecht of Lancaster, and Ryan of Bradford.

Mr. Sypher said the modesty of Dr. Hickok left much unsaid that ought to be remembered. He (Dr. H.) had been Deputy Secretary of the Commonwealth when the schools were separated from the State Department, and was therefore the first State Superintendent. So we have here to-day the Nestor of the Department as well as his latest successor, the present incumbent. We hope to have his presence with us for many years to come.

Deputy Houck suggested that the Programme Committee outline the work proposed as soon as possible, that we may decide upon hours of session, and whether we can adjourn to visit the National.

Supt. Baer: We are here at the call of the Department, to stay while our leader wants us, and to go home when he is through with us. What is it proposed we shall work upon?

The Circular calling the Convention was read, and a motion made to adjourn to 7 p. m., which was withdrawn when the mover was reminded that we had the use of hall for day sessions only—the evenings being engaged.

The Programme Committee having had permission to withdraw, promptly reported as follows:

Adjournment for this afternoon is recommended, to attend the sessions of Department of Superintendence.

On re-assembling, this evening or to-morrow morning, the following to be taken up in order:

1. Paper by Supt. Berkey of Somerset, on "County Institutes."
2. Paper by Supt. McNeal of Dauphin, on "Local Institutes."
3. Paper by Dr. G. M. Philips, on "School Savings Banks."
4. General Discussion of Teachers' Examinations and Courses of Study.
5. Paper by Supt. Walton, on "School Architecture."
6. Paper by Supt Luckey, on "Manual Training."

The report was adopted, after which on motion the Convention adjourned to 9:30 a. m., to-morrow.

FRIDAY MORNING.

THE roll was called, and several members added, Deputy Houck announcing that State Supt. Waller had been called to Harrisburg last night, but would return immediately, which was verified by his entering the hall a few minutes later.

Supt. J. M. BERKEY of Somerset, read the following paper on:

COUNTY INSTITUTES.

In the discussion of this subject, it is presumed that the County Institutes of Pennsylvania are sufficiently well established as an essential factor in the economy of our public school system, to need neither defense nor apology at our hands. The time has long since passed when a body such as this needs to discuss the educational value and the far-reaching influence of the annual convention of teachers in every county, or to dilate upon the combined power exerted through these organizations in crystallizing popular sentiment into wholesome school laws. But the time has not yet come, we trust, when the educators of the State need to defend the County Institute against the desultory attacks of certain modern so-called economists outside of the profession.

There seems to be no general desire or organized effort to secure further legislation either for or against the Institute. Teachers and school officers, as well as the educational public, seem to be satisfied with the present system. The discussion of the subject will be limited, therefore, to the motives, means and methods in Institute management under existing laws and circumstances. With the legal aid, popular support, and individual discretion accorded every County Superintendent, how shall he make the Institute a means of professional value, and a lasting benefit to teachers and schools? With the answer to this question as the end to be kept steadily in view, I invite your attention to a consideration of the characteristic features of a good County Institute.

1. Thorough Organization.—Nowhere along the line of professional work is a Superintendent's executive ability more prominently called into action than in the matured plan, the careful preparation, and the effective execution of the Institute programme. The law, very wisely we think, places the general management entirely in his hands, and very properly holds him responsible for results. He selects the most appropriate time and place, in his judgment, for holding the convention. He engages instructors and lecturers with special regard to the needs of the schools, and of such number and rank as will give to the programme completeness and harmony. He will know, or at least should know, the special line and character of the work to be done by each instructor. He will provide definitely for each session, so as to secure unity with variety, instruction with interest, and entertainment with profit. The subordinate officers and the committees should be wisely chosen, the duty of each clearly outlined and as faithfully performed. Promptness and regularity, order and system, are as essential here as in the school room.

There can be no reasonable excuse for using half of the opening session to enroll teachers, an hour a day in calling the roll, and the closing session in merely routine business. Proper management will provide for such details before or during the session, and yield the full time to regular Institute work. Every county pays through its teachers from fifty to one hundred and fifty dollars per hour for Institute time. Does it not seem imperative, therefore, that every hour, every minute, should be used to the best possible advantage of all who come as the paid messengers to this educational feast? To organize an Institute, though it be only for a week, as a teacher would organize his school, and to secure the ready co-operation of all the allied forces to contribute to this end, constitute one of the essential requirements of a good Institute. And the Superintendent who has so prepared the way that the convention will, as it were, run itself, while he simply remains the recognized leader, without assuming an officious or dictatorial bearing, has already done much to make the week's work a success.

2. Practical Instruction.—Probably no word in the language has a wider range of application than the word "practical," and when applied to the teacher's work, it takes as many shades of meaning as there are individual theories, methods, or devices. Taking, however, the general definition of the word, viz: "that which may be turned to use or account in practice," we assume that Institute instruction is practical when it will help the teacher, directly or indirectly in his daily school room duties. "The true function of the County Institute," said our lamented Dr. Higbee, "is to enlighten rather than to instruct." It is that instruction which points out and lights up the teacher's pathway, in distinction from that which supplies the equipments for his onward march. It is the *how* and the *why* rather than the *what*, in teaching. Instead of the definite instruction of the class-room, the aim is to give the teacher a higher ideal of his worth and work, and a wider range of human thought and knowledge. It is to awaken right motives, to suggest and stimulate good methods, and to inspire worthy effort. In this sense it is not practical instruction to tell an Institute how to write and read common decimals. The weakest teacher should know that before he comes to an Institute, and if he does not, any common school arithmetic will give him the information. To explain the "ins and outs" of Wall street does not constitute practical instruction, because it is entirely foreign to the teacher's work, and well-nigh beyond the comprehension of the ordinary mortal at any rate. A half-hour spent in telling teachers how to catch and cure a butterfly, why the baboon is not our cousin, etc., etc., is simply so much time misspent. Such subjects may have and do have a proper place in certain class-rooms, but they are not in place before a County Institute.

Shall we then circumscribe the instructor's work within certain narrow limits? No, surely not; for the man himself must be the measure of his worth as an instructor. Capable of measuring his usefulness before an Institute, he should be given his own choice of matter and method, while he himself recognizes certain principles as controlling and directing his work.

The teachers must be made to feel that the instruction comes from some one who knows the conditions and the environment of the average public school—one who is in sympathetic touch with the daily routine of the schoolroom with all its discouragements and difficulties, one who can measure the intelligence and needs of his auditors, and adapt his instruction to the grasp of those who listen. I fear many of our instructors get too far away from the country school. It has been a long time since they were teachers there; some of them, possibly, never saw such a school. And so they have forgotten, or else never knew, the lack of school facilities, the local prejudices, the chilling indifferences, and yet withal the grand possibilities that lie in the pathway of the country school teacher.

The most prominent question, in my judgment, now before the educators of this State is the improvement of the country school, through the medium of district supervision. Isolated and alone, often inexperienced and inefficient, unaided by records, system or guide, the district teacher does need help, and so far as the County Institute can afford him assistance and encouragement, inadequate though it may be, it will yet be serving one of the chief purposes for which it was established. The Institute instructor, therefore, whether as president of a college, principal of a State Normal School, a teacher in some special department, a general superintendent, or simply a professional Institute worker, needs to have that intimate acquaintance with the actual condition and needs of the public schools, and especially the country schools, which comes from actual experience, observation, and study.

The Institute instructor must be master of his subject. He should have such a comprehensive knowledge and grasp of the matter in hand that he will be able to speak with confidence and force, without fearing to invite question or criticism. He should be a specialist, to some extent, at least. There are few men, indeed, who presume to be equally well-informed or skillful in every line of the teacher's profession, and it is only when one excels in some special line that he becomes an able and enthusiastic leader in that direction. Other things being equal, the specialist comes with more authority, more positiveness, and therefore exerts a more lasting influence, than the one who is ready to talk on any subject. While every institute may need the "all-round" instructor, yet the programme will lack completeness and balance unless there be provided one or more specialists who are called to strengthen some weak point in the school work of the county.

The instructor must be thoroughly in earnest. It is not so much the elegant language, the studied rhetoric, the clear exposition of truth or fact, as the whole-souled, self-consuming earnestness of the speaker, that wins an audience. He needs that earnestness which comes from a clear and honest conviction of right and truth and duty, an earnestness that will secure and hold the attention on any subject, that will carry with it the conviction that the speaker knows and feels, and means what he says, that will send the teachers back to their schools with a lasting inspiration to use the best they know.

The instructor whose chief merit is his fund of anecdotes, personal experiences, and funny stories, should be avoided. Wit, humor, or pathos is all right when it comes naturally, spontaneously; but when made a feature of entertainment merely, the result, as in Hamlet's time, will be that "though it make the unskillful laugh, it cannot but make the judicious grieve."

With the privilege then of choosing instructors who are thoroughly familiar with common school work and management, who are masters of the lines they presume to follow, and who are able and earnest before an Institute, I would simply say to them, "Fit your work together, and give us the best you have."

The work of the paid instructors constitutes the chief feature of every County Institute; but there are yet very important minor points that contribute largely to its success. Prominent among them is:

3. Good Music.—The good music of an Institute is that which the Institute itself renders, under the direction of a competent and enthusiastic musical director. Trained solos, orchestras, or choirs should have but a small part in the musical programme. Ordinarily one leader is better than a dozen, and a single piano or organ better than a full orchestra. The object of the musical drills and exercises is not merely that of pleasant recreation and rest between periods of instruction, though they may serve this purpose very well; but the chief aim is to stimulate the use of music in the schools. Whether the rudiments of vocal music should be taught in the common schools is still an open question, yet all will agree that the school without its cheering songs, like the home in which they are never heard, is dull and spiritless. Somewhere among the souvenirs of my school days is an old book of school songs. Written in a schoolboy's awkward hand, simple, perhaps almost meaningless in sentiment, yet they are the songs we used to sing in the old school house of long ago; and I love them yet, for they hold the pleasant memories of those happy by-gone days, when, like gleams of sunshine and good cheer, those songs would break in upon the prosy school work.

We want such Institute music as can be transferred to the schools; and to this end the teachers themselves should do the singing. Success along this line depends almost entirely upon the choice of a musical director—one who is not only master of his art, but who is full of enthusiasm and good cheer; who has the personal magnetism, the sympathetic power, to enlist the interest of the whole Institute in the musical ex-

ercises. When such a leader has been secured, the music may be safely left in his hands. He should be permitted to select the book of songs, a copy of which should be placed in the hands of every teacher.

The difficulty, however, which confronts every Superintendent is that of securing a good musical director. The number of available specialists in this line is quite small, and the standard of good Institute music has been placed so high by such men as Profs. Excell, Case, and Smith, that to fill the place properly requires almost too large a share of the Institute funds. Nevertheless, I believe it is not extravagance to pay a good leader in music at least as much as any instructor or lecturer on the programme, for he contributes just as largely to the success and the lasting benefit of the Institute.

4. *Mutual Helpfulness.*—The spirit of mutual helpfulness on the part of instructors and teachers should pervade every County Institute. The instructor of ability, experience, and right motives seeks to enlist the interest and sympathies of the teachers by asking them to do something, to write something, or to say something; not so much for what is said or done by them, but because they are made to feel that they are helping in the instruction; that they are not merely being "talked at," but there is a mutual assistance, a spirit of co-operation, that begets interest and enthusiasm. The good old lady was right, who when asked about the success of the evening prayer service, replied, "We had a good meeting to-night—*I* spoke." So the Institute instructor must come into sympathetic touch with his audience, and by the helpful influences of fraternal interests, open the way to the instruction and the inspiration of master minds, the development of higher ideals and nobler aims,—the expansion of thought and feeling and purpose.

But the Institute needs not only the development of advanced thought, the exposition of general principles and new methods, it needs as well the exchange of thought by the home teachers. Every county has some brilliant and able teachers, and all such should be encouraged to give their best thoughts in crystallized form to the County Institute. It may be in the form of topical talks, papers, discussions, queries—any form that will touch the practical questions of school economy. Every Institute programme should provide for a special session for teachers where they may help one another by the free and spontaneous expression of opinion on every-day school questions. Where circumstances are favorable, it may be well to divide the Institute into sections for a part of the day. Never having tried this plan, however, I will leave the discussion of that feature to those who have done so.

5. *Social Cheer.*—The social feature of the County Institute should not be overlooked. Scattered and isolated for many days, the teachers of an entire county find themselves suddenly united in a strong and honorable fraternity, and in this annual renuion is afforded a golden opportunity for general acquaintance and social culture. Teachers need to feel that they belong to a profession which recognizes and demands true moral worth as well as intelligence and culture in its members; and the influence of such a social atmosphere is always helpful and elevating. Superintendents and instructors should encourage this feature, and in a quiet, genial way help to fill up the moments of leisure with a social cheer that will make all to feel the bond of professional friendship and courtesy: It seems to me that instead of the formal Monday evening lecture, greater good would be realized by a programme of some literary merit, but of such an informal nature as to allow ample opportunity for general social intercourse and conversation.

6. *Evening Exercises.*—Inasmuch as the Institute programme would be incomplete without a course of evening entertainments, we shall briefly refer to this most popular feature of the Pennsylvania Institutes. These exercises are not necessarily a part of the regular Institute programme, yet they are almost indispensible to its success. For the last ten or fifteen years the professional platform lecturer has had a rich field for his best efforts before the evening audiences of the Institutes of the State, and doubtless much good has been accomplished through these well-paid lecturers. A good lecture is a whole volume of instruction and inspiration, and in many counties the annual Institute affords about the only opportunity of securing and hearing some of the best talent on the American platform. It seems to me, however, that abstract moral lectures are waning in popular appreciation. There is too much sameness in many of them. Analyzed, they are found to consist of an exposition of the common virtues, some sound advice, a little sense and much more nonsense, a line of personal experiences and funny stories made to order, and all clothed in the choicest language, a good voice and studied gesture. Every one of them is the work of a philanthropist of the highest order, whose card reads, however, "For revenue only."

In his place there is coming the lecturer who has a message to deliver. It may be scientific, literary, historical or abstract, philosophical or popular and entertaining, or all combined, but it is a special message, whose chief merit is not in the speaker's general reputation, or his ability to tell a good story, but who comes as the master of his theme, and with an earnestness born of strong convictions—he comes to instruct, to enlighten, to elevate, to inspire. The growing demand among teachers as well as from the lecture-going public is for such a lecture, or else simply first-class entertainment for the hour. Both may, in my judgment, very properly appear in a course of evening exercises for a County Institute. There is evidently a tendency, however, in some counties, to cater largely to the entertainment-loving crowd, at the expense of something higher and better. This is a mistake, and an abuse of the privilege to enlighten and elevate as well as to entertain the educational public.

Still more prominently comes the charge that Superintendents are using the evening exercises

to swell their own private exchequer. Whatever foundation there may be for the charge anywhere, it does seem to me that no Superintendent is worthy of his position who tries to run the County Institute as a money-making affair; and where such is the case, the privilege of financial management should be rightly forfeited. While he has a right to a reasonable guarantee for the obligations he assumes, yet he owes it to the profession, to the public, to his own official integrity and personal honor, to give to the Institute and to the evening audiences the full equivalent of the funds at his command.

If, then, the County Institutes of Pennsylvania shall hold the place they now occupy in popular support and professional value, if they shall continue to grow in their influence and power to harmonize, strengthen, and elevate the common school forces in every county, it will require the most careful, thoughtful and judicious management on the part of those who, under the law, are almost entirely responsible for their success. Thorough organization, practical instruction, good music, a spirit of mutual helpfulness, social cheer, able and pointed lectures, and high-grade entertainment —these we believe, are at least some of the essential features of a good County Institute. And so far as they can be made to work together, the annual convention of teachers in every county will continue to be an educational Mecca of good things, a means of professional development, and a potent force in the substantial progress of our common schools.

On motion, the time of speakers in the discussions was limited to five minutes each.

Supt. Baer (Reading): The plan of dividing the Institute into sections works well. Have the sections meet separately for the morning sessions; preserve the general feature by having all meet together in the afternoon; and the evening of course is devoted to entertainment. Perhaps our mistake has been that there was too much general, and too little specific, work. By the division into sections, we can apply needed work directly to the wants of each grade. Another matter that might be improved is the waste of time in roll-call and other routine matters. All devices that have proved to be time-savers should be mentioned here.

Supt. Swift (Elk): I am in sympathy with the position of the paper, that the Institute should not be assumed to be for technical work. Teachers are presumed to be posted upon the branches, and this is not the place for academical instruction. I respond with a hearty *Amen* to that part of the paper.

Supt. Bullock (New Castle): In these days when old forms are passing away and new ones are being developed, many of us must often feel that some of the time and work at Institute does not pay. Superintendents come and go, and it takes some time for a new man even to know what his needs are. I am inclined to believe that the New York system is a good one, in so far as it provides for authorizing and certifying Institute instructors. State Supt. Draper has some $25,000 placed in his hands for the purpose of organizing Institute work and providing instruction: I do not know if that would work well here or not. Another difficulty: We have some twenty-five or thirty counties holding Institutes at or about the holiday season; and yet we can count upon our fingers—yes, perhaps of one hand—all the really able and useful instructors available for all these places. Somebody must necessarily be poorly provided. I think the State Department might at least have the arranging of the dates, so as to give us all a chance for the best. Legislation on some of these points, providing for State guidance, would be an advantage.

Supt. Weiss (Schuylkill): It would be better for the State to give us the money to run the Institutes. As for the instructors, the Superintendent should be left free to make his own selection from the field; we do not want fossil teachers and Superintendents sent upon us whether or no, by reason of some political preference in the selection. The Superintendent should be left to shoulder the responsibility—to feel that success depends upon his judgment and his energy in waking up things. If the State chooses his instructors, he has no option, and will care less about results. If there is to be legislation in favor of the Institutes, let it take the direction of giving us more money to improve them. As to the "academical" objection, I did not know that was in vogue any longer. I thought Pennsylvania had got beyond that, and was now busy with principles of education and methods of instruction. Holding some sessions in separate sections, dividing of course on grade lines, has its advantages; and when you do that, you can do no better now than to select suitable leaders for each section and let the teachers run the sessions themselves. But to get the best out of this section method we need more money again; we should have specialists in all the branches, at least as many of them as we have sections, and pass them round, not giving them time to cool off after they are once warmed up. This plan gets the work out of them; if we can afford to pay a good price, we can get the best talent, and our teachers get corresponding benefit. Your

instructors will complain that it is hard work; but why should they not earn their money like the rest of us? Remember, you want the best—there are not many men who can hold an audience of eight hundred or a thousand people; and if you are in the dress circle, and the lecturer's voice hardly reaches you, and an attractive young lady beside you, I for one don't blame you if your attention wanders: most of us would rather be entertained that way than by some lecturers.

Supt. Buehrle (Lancaster city): We ought to understand exactly what is meant by a "licensed" instructor. Supt. Draper goes only so far as to say who may *not* be employed, leaving Superintendents free to choose from those who are certified. "Technical" instruction does not mean mere drill in decimals or construction of sentences—it includes methods of instruction and school management: if that is not technical, what is? But I am not prepared to say that we should draw the lines too close on professional work. General information in very wide range is practical and useful. You want an Institute instructor, and a teacher everywhere, brimful of information, so that his teaching will be the expression of what is in him—of himself. Such an instructor, who has not been filled by the pouring-in process, but has taken the outside world into his life, and gives us the outcome of his thought upon it, will do helpful work along many lines. Agassiz was one of the greatest and most helpful of teachers—he did not learn "methods" by the Institute process; Dr. Arnold was another helpful teacher; but their work was influential because their methods were the expression of a full mind. We want wide knowledge, broad views, assimilated and built into common sense.

Dr. N. C. Schaeffer: If I understand the New York plan, the State Superintendent appoints three or four or more instructors to pass round from county to county, taking charge of and running the Institutes, and making of the Superintendent a sort of janitor, or the like. Now, I suppose we must not complain of New York being glorified here in Philadelphia, in the National Department; but here among Pennsylvania Superintendents, it may not be out of place to pray—From all such Institute methods "Good Lord, deliver *us!*"

Supt. Canon (Sharon): I would like to have a definition of one of the terms in the Institute law. It says that city and borough superintendents are to "coöperate" with the county superintendent. What does coöperate mean in that connection? I suppose they might coöperate by carrying in coal, or something like that; but that is hardly the proper interpretation. My own ignorance of the intention of the provision has led me to be quiescent until invited to advise or assist. Perhaps somebody can enlighten me on this. About the time saved in details: Calling roll is saved by issuing enrollment cards in advance and taking them up at the door. We take up the cards and dollars and issue tickets in advance, and in fifteen minutes after the hour for calling to order, Institute is ready for work. Of course, we have a programme of times and topics, by which we run as closely as may be. Another question might be profitably considered here—the $200 appropriation from the county for support of Institute. Some Commissioners have objected and refused to pay all or part of this, on the ground that it was not needed to meet expenses.

Dr. Waller said that was a practical question, and would be answered later in the session: but the time allotted to this discussion had expired, and the next order would be taken up.

Supt. R. M. McNeal (Dauphin), opened the discussion of the question of

LOCAL INSTITUTES.

Expecting that much of the ground that might be covered by a formal paper on this subject would be occupied during the discussion of the County Institute, I decided not to prepare such a paper, but rather to give a short time to opening up some of the questions relating to one phase of the Local Institute work. My expectation has been realized in the first instance, and I will try briefly to start the other side of the discussion.

When Institutes were first established, the necessities of the case confined their work largely to direct instruction in the school branches. As we grew away from this work, the consideration of methods and devices took its place—for many so-called methods are merely devices. People came round with a new method in this or that study, all ready for patent or copyright, and seemed to think they ought to have a royalty from everybody who used it, or at least that their names should be mentioned every time. To be sure, there is some of this going on even yet, but pretty generally we have got down to the study of underlying principles and the obtaining of general information—for I believe in making much of this, as has already been well argued by Dr. Buehrle. Every new idea adds to the inspiration and zeal and enthusiasm which the teacher carries back to his daily work, and the schools have the benefit of his fervor and earnestness.

But there are in all our County Institutes many young teachers who have had but a few weeks' experience in their first term, when called to County Institute, and are therefore not prepared to receive the full benefit of its exercises. The hundred difficulties which others have solved are still troubling them; and what they need is consultation with those of experience, who can, by suggestion and example, save them time and trouble, and send them home better prepared. In the nature of things, all this work cannot be done in a few days, where the programme must provide for all; and just here the Local Institute comes in to fill a needed place. No one who has given it a fair trial has failed to find it helpful, and most of you need no advice on this point.

But one of the great duties and objects of the Superintendency and the Institute is the education of public sentiment to a proper appreciation of the value of education, and of the necessity of keeping its development abreast with progress in other directions. Here again the Local Institute can be so used as to become a powerful and efficient instrument; especially under our Pennsylvania system. In some of the Western States, where the schools are supported by appropriations from a general fund, local sentiment is not so important; but here, with so great power confided to the local Boards, the character of the schools is determined by the sentiment of the community: where the people are awake on the question, and demand good schools, they get them; and where they are indifferent on the subject, their sentiments are reflected in their directors, and the schools are indifferent also. When more money is wanted, you must have an educated public sentiment to get it; the people must be alive to the question, and in sympathy with improvement so far as to be willing to pay the necessary taxes. As information on the subject becomes more general, so will the willingness to provide needed means. With us who have the Pennsylvania German element to deal with, which it must be admitted is inclined to be rather sluggish, there is the compensating advantage that what ground is once acquired is not difficult to hold. When we do make a step in advance, we do not go back; sometimes it requires a good deal of work to get up a little enthusiasm, but once convince these people of the value of the thing, and they never let it go —what is once secured is safe. They require of those who administer school affairs, as all other matters, to show results for all that is expended; they want to see what they get for their money. To some extent this is done in the County Institute; but that body meets at the county seat, usually a large town, and its influence is not sufficiently wide-reaching. The Local Institute carries the same influences into many localities: and perhaps in this lies its greatest value.

In my own experience as teacher and superintendent, I have found that we cannot reach the desired point along any line of effort unless the people of the community are alive and in sympathy with us. In Pennsylvania, attendance at school is voluntary, and therefore the success of a school depends upon the convictions of the parents with reference to the value of an education, and their consequent co-operation with the teacher. This co-operation can only be secured by getting people to think about the school, and to recognize its need of their appreciation and encouragement. What they need is, to be shown what they can do to help along this good work. Every person you can set right on this question will go on spreading the light among his neighbors, and building a proper sentiment.

In view of this, we must bring the Local Institute in contact with the people of the community, by inducing the people to attend them; and therefore you must adapt the programme to this end. Of course there must be professional work—your young teachers must be assisted, and sometimes work in the different branches may be necessary. But there must be popular work also. I remember having a friend attend one of our Local Institutes for a half day, who remarked on returning that he had an enjoyable time, and was quite surprised at the character of the exercises, having always supposed these meetings were only intended and adapted for teachers; he intended to go again, and had learned some things already that would make him a better supporter of the schools. That kind of work is well worth doing; but it is not always easy to bring the people to the meetings. Here a little tact may be used to advantage. I remember one town where we had held two or three Local Institutes, and good work had been done by and for the teachers, but we did not take hold on the community —the people did not come out. After consultation, we decided to give Friday evening to a children's exercise. It was done. Every family who had a child in the class was there, and brought all their friends with them to see their work. Having them thus together, we took the opportunity to put other parts of the work before them. Not only was that meeting a great success, but ever since in that town the Local Institute always brings together a good audience.

So, when one means does not succeed, try another; but by some means bring the people out, and without wasting time on mere exhibition and so destroying the chief object of the meeting, intersperse the exercises with enough entertainment to awake and keep up interest. There is not much trouble about getting our reasonable wants attended to, if we can once get people to understand and appreciate what the schools are doing.

And now, having tried to direct your attention to what seems to me the element of greatest value in the Local Institute, I leave the discussion to others.

Supt. Weiss: We have had the Local Institute in operation in Schuylkill county for some time, and it has probably done more for the cultivation of public sentiment than any other one thing. We have made it help us to better salaries, better apparatus,

longer terms. It is good policy to have the children do some of the work: we have had different exercises—sometimes a fan drill, sometimes calisthenics, etc. The children's work brings their parents and friends together, and we have some prominent instructor to address them. This is the programme for the first evening. Next day, the home teachers as well as the instructors from abroad take part in the work, and we have class drills for practical exemplification of the methods recommended, which we find very valuable and helpful. In the evening, general exercises are given, similar to the first evening. It is largely owing to these Local Institutes that while ten years ago we had scarcely any apparatus, hardly even blackboards, the schools now are very generally well supplied. Of course, all this involves more or less expense; and when, as is often the case, we meet in a church, of course we cannot charge for admission; but we can always take up a collection, and it is well to announce that it is not expected to be a penny collection. Such meetings strengthen both the teachers and the Superintendent, and help to increase salaries. You use your judgment in adapting exercises to localities; if you meet in a district where they are weak on a given subject—say geography, for instance—bring some specialist (even hobbyist) from elsewhere, with a class of children, and set them to working on maps before the people's eyes: that goes further than a good deal of talking, particularly if the preacher or some prominent man gets up at the close and says "That's what *we* want." This is a fair and wise way to get people to take hold of new things; it costs something to bring the teacher and apparatus, but it pays in the long run. By this kind of work we have entirely changed the interior of many a schoolhouse; got rid of unsuitable bindings and substituted better ones; and made people see the advantage in having good schools and capable teachers. And the best is, the people are interested, and want you to come again. I think it is the Superintendent's business to look after these Institutes, to attend them in person, and let his voice be heard on the floor.

Supt. Miller (Mahanoy City): The County Institute is very useful, but it does not get close enough to the teacher's local needs. The county instructors of necessity work on general lines; and different localities have their special, individual needs and difficulties, which cannot be reached in the general body. We must have local work to get local results: and in working up public sentiment, we must not forget that at last people cannot be moved in the mass—that much work must be done individually. The Local Institute comes closer to the teacher, and nearer to the community, and in so far is more valuable as supplementing the County Institute.

Supt. Berkey: I suppose this local work as done by Superintendents is largely missionary; but the gentleman from Schuylkill suggests a financial interest. It may be well to combine the two where it is practicable; but the prime consideration should be its usefulness in influencing the public mind, and through that the public purse. In my judgment, while the Superintendent must organize his workers, it is rather better to get others to do the work, than to do too much of it himself. My theory is based upon experience, as all theories ought to be. We have about a dozen districts in our county, with an executive committee of one teacher from each; the local member of committee has charge of getting up the meeting, and getting out the people; the Superintendent times his visitation so as to reach the schools of a district shortly before the Local Institute, and so sees what special points need attention. In connection with the visitation, and allied to this work, it is well to hold informal educational meetings, at which the Superintendent may confer with the directors and people with reference to the special wants of the locality.

Supt. McGinnes (Steelton): Many teachers do not realize the importance of these Local Institutes, and it is our duty to endeavor to bring them up to the standard. I was present at one where only a third of the teachers of the district were in attendance. Can we expect the people of the community to be interested in places where the teachers themselves neglect their Institute? One stimulus to activity in this direction would be for the County Superintendent to have a set time at the County Institute when the roll of districts should be called, for answers to the question, "Give an account of the work of your Local Institute during the year."

Supt. Weiss: I consider it important that the County Superintendent be the leader in this whole business. He should take charge of the Institute in person; he should have those teachers who are good talkers prepare for that work; others who are not talkers can fill the offices; the programme should be prepared in advance and circulated.

Dr. Philips: When Dr. Winship spoke at

our Directors' Convention (and he is as well qualified to judge as any man in the United States), he expressed the opinion that while California has the best schools in the country, and pays the most for them, Pennsylvania gets more for the money expended than any other State; and among the reasons for this, he credited us with the best and most efficient corps of Superintendents, and the best Institutes, County and Local, in the country. I have attended over a hundred Local Institutes—we have had them in Chester county for more than thirty years; they have come to stay, and are improving from year to year.

Supt. Swift: As Mr. McNeal has told us, we are to build public sentiment; but let us be careful to build the kind we want, and among the subjects pressed upon the people, give prominence to those most essential. The Local Institute will never be what it should be until we have efficient local supervision by qualified local superintendents. I speak from experience: one of the most backward districts in my county, educationally, has by this means been lifted head and shoulders above all the others. Here is a direction where money judiciously expended is truest economy. I believe we are ready for it.

Supt. Canon: Perhaps we have all the good things but one—namely, the stirring up of the Superintendent to appreciation of his responsibility for the success of the Institute. It affords him an excellent opportunity for correcting faults noted in his school visitation, without mentioning names or giving offense. He keeps a memorandum of these things, and where improvement is needed, he can show where present methods are wrong, and how to better them. We are agreed as to the value of the Local Institutes, and are not far apart on the plan for conducting them; now let each Superintendent do his part, and we shall see good results.

Supt. Eckels: That little memorandum book suggests a duty that is not always pleasant. We cannot always truthfully say to a teacher, "This is the best school I have seen this week." The plan of noting defects and correcting them at Institute works well, provided you do not waste time talking too long about the teachers who are not present. It is best to say, "These matters have been observed in the schools of teachers here present."

Supt. Snyder (Carbon): I agree with Mr. Weiss that the Superintendent should be present and run the Institute. If teachers are left to run it themselves, they will bring out their strong points, and leave their weak ones out of sight. The Superintendent knows what is *needed*, and can keep that in the front; if the home teachers cannot help him, let him bring from elsewhere those who can. One of our experiences is that the Local Institute will not remain "local;" at one of them 106 of the 174 teachers of the county were present. We have first-class evening lectures, and charge for admission, and the people attend in large numbers; at the day sessions we have class drills and other suitable work, and teachers come from all directions. We try to make practical application of the work to each locality; as the County Institute is divided into sections by grade, so the Local may be adapted as to locality. Scatter your points of assembly all over the county, so as to reach and help all. It will help to make public sentiment in favor of giving teachers the benefit of the increase in State appropriation.

Supt. Harman (Hazleton): I have been satisfied that the Local Institute should not be left entirely to "home talent"—not for lack of ability, perhaps, but because the prophet proverbially is without honor in his own country. A good man or woman from elsewhere can say without offense to teachers, parents and directors, things which need to be said, and yet which the teachers in the locality dare not say. I am not sure that the matter should be kept so entirely in the hands of Superintendents. From the long and successful experience of my earnest and efficient neighbor, Prof. Coughlin, I am rather inclined to favor some division of responsibility. He had districted his county, and the teachers of each district elected a chairman. He consulted with the chairman about the Local Institute, the chairman conducted it; the Superintendent was present and took the part assigned him, which of course was no small one. His successor follows the same plan, and both have found a wonderful interest awakened. A healthy emulation makes each district desire to surpass its neighbor, and so all are improved. These district chairmen are required to report from their respective sections at County Institute.

The Chair announced that the time allotted to this discussion had expired.

Deputy Houck said that since Dr. Wickersham had come in, there were present all of the three living State Superintendents of Pennsylvania. On his motion, Dr. Wickersham was invited to a seat on the platform and to participate in the deliberations of the Convention.

Prof. Dieffenbach, formerly of Pennsylvania, now of Carroll county, Maryland, and Prof. Little, of Washington, D. C., were made advisory members of the Convention.

INSTITUTE APPROPRIATION.

Dr. Schaeffer called attention to the matter of the $200 appropriation to support of Institutes, and said that Ex-Superintendent W. W. Woodruff, who was present, had some experience with objections to paying the same when there was money in the treasury. He hoped the Convention would hear from Mr. W. on the subject.

On motion, Mr. Woodruff was requested to give the Convention an account of the matter.

Mr. Woodruff: The occurrence referred to was during my term of Superintendency in Bucks county. Since the administration of Supt. Eastburn, there has always been a considerable balance carried over in the Institute treasury, averaging perhaps $500—it has been as high as $800. One year there was some disturbance, created by some persons who failed to get admission to the entertainments by the back door; and one of these raised the question in the county papers, whether the Commissioners could legally pay the $200 when there was a surplus in the treasury, since the law added to the provision the words "if needed." Mr. Eastburn, who was treasurer, had always drawn the money from the county, without any formal application by Superintendent; but that year we were advised to apply in writing, and did so. I presented evidence of compliance with law, roll of attendance, etc., showing that we were entitled, and asked for the $200; had also written to State Superintendent Wickersham, and filed his opinion that we were entitled to it. The County Treasurer said as there were objections he must consult his counsel, and would answer the same afternoon. We met, and I think I had the advantage. We had nothing to conceal; we exhibited our account, which showed that the expenses that year had exceeeed the receipts by $150, though we still had a balance in the treasury. His counsel suggested, "Suppose you draw for the $150 to make good the deficit." I replied, "If we are entitled to $1 we are entitled to the $200; we want all or none.' He then advised the Treasurer not to pay, and he refused accordingly. We also employed counsel, and instructed him to collect the money, and go up to Supreme Court if necessary. He asked the Court for a *mandamus* upon the Treasurer. The case was put off from court to court; the County Treasurer's term expired, and a new one was elected; and when we finally got before the Court, the counsel for the ex-Treasurer left, the *mandamus* issued, and the money, $600, was paid. The account was published in *The School Journal* at the time, as furnished by Mr. Eastburn.

Dr. Waller returned thanks to Mr. Woodruff on behalf of the Convention. This question has been raised in other places, and the history of this case ought to settle it.

Dr. G. M. Philips was on the programme for a paper, but said he had preferred to speak briefly without notes on

SCHOOL SAVINGS BANKS.

By a School Savings Bank I mean an arrangement by which the school officers provide for the gathering and safe deposit of the savings of the school children. This idea was first reduced to practice in France as long ago as 1834; and to-day there are a hundred thousand schools, in Europe and the United States, where the thing is done in one way or another. In 1884 a system was introduced in Long Island City, which proved successful and was widely commented upon, and two years ago I visited that place, studied the operation of the plan, and brought home the blanks to make a start for ourselves. The outline of the plan is this:

Once a week, usually on Monday, the children bring to the teacher the money they have saved during the week—either before school opens or just after roll-call. Each depositor receives a little blank book ruled for all the Mondays of the school year; the teacher counts the money received, and enters each amount in the pupil's book, and also upon a blank of her own: this operation takes from five to fifteen minutes, not longer. The whole amount received is counted again, placed in an envelope, sealed, and endorsed with the amount, the name of teacher and school, and then sent to the Superintendent, who receipts to the teacher for the amount, and credits the school on his blank. Having received the envelopes from all the schools, the Superintendent deposits the entire amount in bank, having it entered in his own bank book. When the deposit of any pupil reaches a certain amount—say $1—it is transferred from the school account to an individual account, the scholar receives his own bank book as an individual depositor, and keeps right on through his school life and after leaving school. Some places make provision for the payment of interest after a certain sum is reached—sometimes $1, in West Chester $3.

The successful introduction of the plan into Long Island City was due to the earnest work of Mr. J. H. Thiry, who is enthusiastic on the subject, and cheerfully furnishes information and specimen blanks. In response to my question as to whence the money was obtained, it appeared that it was usually earned. The pro-

portion drawn out was very small; this is done by check, countersigned by Superintendent or parent. Experience shows that it is seldom done hastily or unadvisedly. One girl whose account amounted to some $13, was drawing $6 when I was there, and on inquiry was found to be buying herself a dress. Her parents were poor, had never saved anything; she needed the dress, and was able to buy it with her own savings. It is unnecessary to say that such a plan lays the foundation of habits of thrift that are likely to continue through life, and the value of which can hardly be estimated. While I was in another school, a girl brought $1 to deposit for a brother who had left school and was working, but sent his savings to the teacher as before.

This good work reaches not only the children, but in many cases brings the parents to bank as depositors. The accounts are all small, to be sure; but the banks seem willing to carry them, and in some places there is quite a rivalry for them. In a community where this system is in operation, a few years will find better order, more people accumulating property, rising in the respect of others and of themselves. It helps in the work of the school, giving a more practical color to the study of arithmetic and book-keeping. Many teachers are brought into habits of saving unknown before. The attendance is more regular, the interest in school greater both in parents and children.

Are there no objections to such a scheme? Of course. The first objection you hear is, "It gives the teacher too much additional work." Well, in Long Island City there are 75 or 80 children to a room, and it never takes more than fifteen minutes of one day in the week; the teachers there think this is more than made up in the improved order and attendance. Of course, it adds something to the Superintendent's work also; in West Chester Superintendent Jones says it takes about 45 minutes a week. How many of us are unwilling to give so much time?

Then it is objected that "it will tend to make children penurious—mean." This objection is scarcely worth answering or even considering, in view of the wide-spread tendency to extravagance—a tendency which we cannot entirely overcome, and can only hope to check. It is a sufficient answer to ask, "How can one be generous, if he has nothing to give?" Those who save something can give something, and *will*, when occasion demands—as is evidenced again by Long Island City, whose school children came to the help of Johnstown with $450. How many places of its size made, or could make, such a record?

There is, of course, the possibility of loss, and consequent destruction of confidence in the wisdom of saving generally. But there is no system without some risk, and here it can be reduced to the minimum. All that is needed is a well-digested plan, with a proper series of checks all the way to the bank.

I spoke on this subject at the Montgomery County Institute over a year ago, and Pottstown introduced the plan in its schools (the first, I believe, in Pennsylvania). It is a town of 14,000 people, mostly wage-workers; and in one year the children deposited more than $10,000—certainly a remarkable result, and a clear gain of nearly the whole of the amount, which would otherwise have been wasted: not more than $1000 was drawn out. Norristown began later, and did almost as well. Chester, West Chester, Wilkesbarre, Williamsport, Doylestown, all have made a beginning; and the work is daily spreading. One hundred country schools in Chester county, and many in Bucks and Montgomery, have also introduced it; they have access to banks in the towns through the Directors when they go to town.

As I said, in some towns the banks compete for these deposits, and furnish the blanks gratis, making the whole system cost nothing but the little time already stated. Surely, Superintendents, there are very few agencies you can set in motion that promise to do so much good with so little cost.

Dr. Philips answered all questions that were asked, and his statements were confirmed by Superintendents Rupert and Gotwals, as to their towns. All who desired further information were referred to Mr. J. H. Thiry, Long Island City, New York.

It was announced that, in response to a call numerously signed, the City and Borough Superintendents would meet after the adjournment of this Convention for noon recess, with the view of forming an Association. (Their action will be found appended to this report.)

The Convention adjourned to 2 p. m.

FRIDAY AFTERNOON.

CONVENTION having been called to order, Supt. Canon offered a resolution providing for the payment of salaries of City and Borough Superintendents out of the State Treasury, as is now done with County Superintendents. Referred to Committee on Resolutions.

TEACHERS' CERTIFICATES.

The discussion of Teachers' Examinations and Certificates being now in order, Supt. Canon said some difference of opinion existed as to the duty of Superintendents to issue certificates; some holding that some kind of certificate must be issued to any applicant who presents himself for examination.

The Chair: The law settles that. It says "if found qualified." The superintendent is judge of the qualification.

Supt. Canon: But if the applicant passes examination in the branches, must we issue certificates regardless of ability to teach?

Supt. Sturdevant of Crawford thought this was the law, and was very urgent to have it repealed.

Supt. Swift: You certainly have the power to annul a certificate for incompetency—why not to refuse one for the same cause?

Supt. Brecht: So far as the branches are concerned, the words of the law are "a fair knowledge." That is a sliding scale, depending upon the discretion of the Superintendent.

Supt. Eckels: I know a teacher who can pass examination and deserves a far better rating than a "fair knowledge" of the branches on any Superintendent's standard, and yet cannot teach at all—indeed, cannot get a school, except in those slow districts where compliance with the law requiring schools to be "kept open" is understood to be effected by unlocking the door in the morning and fastening it again at night. Of course, the children like such a teacher, as they are not required to do anything. What is to be done in such a case?

Deputy Houck: The law requires a "fair" knowledge for a provisional certificate, and a "thorough" knowledge for the professional. Of course, if we strained the term "thorough" none of us would get certificates; but the difficulty is not at that end of the line—if we all insisted on what any disinterested and competent outsider would call a "fair" knowledge, there would be no necessity for this discussion; the real trouble is that we certify so many who have *not* a "fair" knowledge, on any standard. After all, what better can we do than leave this matter just where the law leaves it—in the discretion of the Superintendent? Where is the power to compel any one of you to issue a certificate to a person whom he considers incompetent? The question is, Will you refuse them? We all know that too much liberality has prevailed in this respect; and the Superintendents are the men to whom we must look to draw the lines closer, and say "No" to every incompetent applicant. It is a hard thing to do, sometimes, of course; but who will protect the profession if you fail? Your power is absolute; nobody can even demand a reason for your refusal. The law makes you the judges and allows no appeal; it is for you to judge wisely.

RESOLUTIONS.

The Committee on Resolutions being ready to report, they were heard at this point. It was agreed that to save time all resolutions to which no objection was made or no discussion desired, should be declared adopted without separate motions. The preamble and first three resolutions were accordingly adopted as follows:

We, the Superintendents of Public Schools of Pennsylvania in Convention assembled, formulate our judgment upon current educational questions in the following resolutions:

1. That we favor the enactment of a law that will provide for a well regulated and effective system of Local Supervision for the Common Schools of the State, and that we endorse the bill now before the Legislature in so far as its provisions will secure this end.

2. That we earnestly urge the Legislature to appropriate not less than three millions of dollars per annum toward the support of public schools, and that at least one-third of it be used annually for increasing teachers' salaries.

3. That we heartily endorse School Savings Banks, and urge such legislation as may be necessary to encourage and secure their general establishment throughout the State.

The fourth resolution was read, as follows:

4. That we believe that the bill now before the Legislature to empower schools not now contemplated by law to license teachers would be injurious to the best interests of the public schools of the Commonwealth if adopted, and we urge the members of the Legislature from our respective counties to use their influence to prevent the passage of said bill.

Supt. Luckey: I hope this resolution will be made even stronger before we pass it. If such a bill can be passed, we shall have private institutions springing up in every neighborhood, pretending to be Normal Schools, and after awhile coming along for appropriations of State money—catchpenny concerns, whose only value to the teachers who patronize them will be to teach them to keep their money in their pockets next time. How we would be deluged with advertisements of these teacher-factories! Nothing could be more undesirable; and if the Convention agree with me that the resolution should be made still more condemnatory, I would move to recommit for that purpose; but perhaps it is all right now, and I will move to adopt it.

Supt. Canon: And I will second the motion, though my objection stands on other ground. The only good in the bill would be to exempt graduates of high-grade schools from Superintendents' examinations. It is not right to humiliate a graduate of a good college by subjecting him to examination by a man who could not pass for the Junior class.

Supt. Luckey: There you and I agree exactly. I never did and never will ask a graduate of a good institution to stand my examination. Nor have I ever examined

the holder of a professional certificate—nor ever will, unless compelled by order of a court. There is no such thing done in any other profession, and I am not going to countenance it in ours.

Several members asked for the reading of the bill to which the pending resolution referred (Senate Bill 71). It was accordingly read, as follows:

AN ACT to provide for the increase of the number of qualified teachers of the public schools of this Commonwealth, by conferring upon the students of all incorporated institutions of learning the same franchise enjoyed by students of the State Normal Schools.

Section 1. *Be it enacted*, etc., That it shall be the duty of the Superintendent of Public Instruction of this Commonwealth to hear the application of any academy, college, institute or seminary of learning, now incorporated or which may hereafter be incorporated under the laws of this Commonwealth, asking that its students shall be examined within the said institution, at such time as may be agreed upon in the manner now provided for the examination of students in the normal schools of this Commonwealth; and upon hearing such application, it shall be the duty of said State Superintendent to inquire into the facilities of the institution making such application, and in case it is found to possess the teachers, apparatus, buildings and other facilities, necessary to enable it to do the work now required of the said normal schools, it shall be the duty of the said Superintendent of Public Instruction to notify the President, principal or faculty of said institution of learning that the students of the same shall be admitted to the privileges provided for in section second of this Act.

Sec. 2. Whenever the notice provided for in section first of this act has been given by the Superintendent of Public Instruction to any incorporated, school or institution of learning, within this Commonwealth, it shall thereafter be the duty of the said Superintendent of Public Instruction to send examiners annually to such institution, to conduct such examinations as are now conducted in the normal schools of the State; and every student of such incorporated school or institution of learning passing such examination shall be granted a certificate or diploma, such as is now given to persons passing similar examinations in the said State Normal Schools, which certificate shall entitle the holder to all the franchises granted under the existing laws of this Commonwealth to persons passing corresponding examinations in said normal schools.

The question on the fourth resolution was called for, and it was adopted.

Resolutions numbered 5, 6 and 7 were adopted without objection as follow:

5. That we hereby express our unqualified disapproval of the principle of having the Text Books of our public schools published or in any manner controlled by the State.

6. That we heartily endorse the growing disposition on the part of Directors to organize themselves into permanent associations for the purpose of more fully meeting the important and responsible duties resting upon them.

7. That we approve the action of Superintendent Waller in calling this Convention, and that we favor another call whenever he may deem it expedient.

The eighth resolution was adopted on formal motion, by a rising vote:

8. That we appreciate the courtesy and professional spirit of President MacAlister in providing a place for our meeting, and that we thank him and all others who may have contributed to the success of the meeting.

The report of the Committee was then, on motion, adopted as a whole

FREE TEXT BOOKS.

Supt. Berkey: For myself, I would like to recommend the passage of a law providing that text-books must be furnished free to pupils at the expense of the district; but perhaps we are not yet ready for that.

Supt. Buehrle: Why not assist that movement by offering some inducement on the part of the State? The State encouraged the Normal Schools by appropriation; it helped the Superintendency by paying the salaries out of the general fund—why not make a *pro rata* addition to the appropriation of those districts who take advantage of the permissive legislation already existing. This would help a good thing along, and be a bar in the way of State-manufactured books.

Supt. Swift: Why not go all the way, and change the "may" to "must?" I believe it would work to a charm, and I know it would remove one of the greatest obstacles to success and efficiency of the schools. In all these matters, the school authorities look to us for guidance, and we should take the lead.

SEVEN MONTHS' TERM.

Supt. Gillet: There is before the Legislature a bill to increase the minimum school term to seven months. I think as we have asked for a larger appropriation, we might commit ourselves to this way of using some of it. I move that the Convention endorse that bill.

Supt. Berkey: Better get adequate results out of the six months before lengthening the term.

Supt. Gillet: If we can have both at one operation, why not get them?

The Chair: Perhaps we had better get one thing at a time; but if the appropri-

ation is permanently increased, the term should be lengthened.

Deputy Houck: That's it—one thing at a time. You know the Directors' State Convention voted down the seven months, which is a pointer to public sentiment. The things we need most from this Legislature are: 1. That the State shall publish no school-books; 2. That the annual appropriation be increased. It is unnecessary and perhaps unwise to specify the use of the increase; we do not want to increase the term unless we also increase the salaries. We want better pay for our teachers first of the two, in my judgment. But let us get the money first, and then decide what most needs to be done.

The question was then put on Supt. Gillet's motion, and it was lost.

SUPERINTENDENT'S OFFICE.

Supt. Berkey offered the following:

Resolved, That provision should be made by the Legislature to establish at every county seat in the Commonwealth an Office of Public Instruction of convenient size and properly furnished, which shall be used as an office by the County Superintendent, and as a permanent place to found a teachers' library and to file all educational records and material of local interest that should be preserved.

Deputy Houck: A bill containing some provisions like this has already been reported with a favorable recommendation.

Supt. Brecht: The place should be a sort of educational museum, as well as an educational headquarters and office of the Superintendent.

The resolution was referred to Committee, reported back immediately with approval, and adopted.

COMPULSORY EDUCATION.

Supt. Luckey: I move that the Committee be instructed to report to this body a resolution endorsing the bill now before the Legislature, providing for compulsory education.

The motion was agreed to.

SALARIES.

Supt. Canon: I hope we will not adjourn without declaring as our judgment that the salaries of City and Borough Superintendents should be paid out of the State Treasury, as those of County Superintendents now are.

The Chair: That resolution went to Committee. Was it not reported back?

Supt. Canon: I hope they will bring it in with the other.

The order of the day was called for, and Supt. Walton (Chester) read the following paper on

SCHOOL ARCHITECTURE.

This subject naturally divides itself into two departments: the rural school, and the town and city school. The term architecture can scarcely be applied to the one and two roomed buildings found by the road-side and in the village all over our country.

Of recent years some improvement has been made in our larger towns and cities in furnishing suitable and comfortable school buildings, but in the country we still build too much after the models of the old house, the notions of a contractor, or the whims of the inexperienced. Thousands of dollars are squandered annually in poorly-planned and poorly-built school houses. A church and a dwelling-house may often do good service for more than a century, but the average school-house is old in twenty years. The drip from unspouted eaves soaking in around shallow foundations often causes one corner of a house to settle faster than another, sagging the windows and ruining the house. Cheap contract work, poor lime and poor lumber, often combine to squander the public money and fatten the village church-yard. For these and kindred considerations this paper will be confined to village and rural schools.

The importance of a house well situated cannot be over-estimated. No amount of expense or designing can ever compensate for poorly selected grounds. The land should be well drained, not only the surface but the subsoil. A spongy piece of ground that keeps the cellar floor damp and wet, and the play-ground muddy, should be avoided. Pools of standing water, steep slopes or piles of rock and loose stone, constitute no part of a school lot. There should be land enough to insure ample play-ground, abundance of sunshine around the house, and groups of shade for warm weather. In no case should trees be planted closer to a house than their height. The value of plenty of sunshine in and around school houses ought to be more generally recognized. A portion of the play ground should be free from trees. The grounds should be neatly and securely fenced so that the teacher may interest pupils in planting and caring for shrubbery, roses, and vines.

The school house should be placed well back upon the lot, throwing the play ground to one side or front, but never in the rear of the house. The moral value of a window or two looking out upon the games of recess should be carefully considered. A hard dry walk from the road to the door is good economy. And when its borders are nicely planted with flowers and shrubs, how delighted children are to care for them and to show them to visitors!

The size of the house should be governed by the number of pupils to be accommodated and the kind of furniture desired. The superior advantages of individual furniture over ordinary double-seating are so patent to every one now, that no school-house should be built without making provision for it. The school is more

easily disciplined, morals and manners are more readily taught, and the foundations of an independent self-reliance established. School Boards that build for the future make a great mistake if they so limit the dimensions that individual seating is impracticable. Forty-eight pupils are a maximum limit for any one teacher, and if the school district demands accommodations for more, two rooms should be built on the same floor. Six rows of individual desks two feet wide and six aisles each two feet wide, with a central aisle six feet wide can be placed in a room thirty feet wide from wall to wall. Eight seats in a row with two and one-half feet of floor space for each, and ten feet in front for a platform and class bench, and ten feet in rear for cloak-room and walking space, can be placed in a room forty feet long, hence to accommodate forty-eight pupils a room 40x30 would be amply large. The height of the ceiling should be about twelve feet. Anything over fourteen feet in a room of the above dimensions causes what is known as a noisy room—that confusion of sounds so annoying to the teacher and so tempting to the bad boy. *Less* than twelve feet is too low for purposes of of ventilation. The size of the house having been determined, an intelligent plan can be worked out.

The windows should extend to within six inches of the ceiling and three and a half or four feet from the floor. This offers better facilities for window ventilation, a greater supply of soft reflected light from the ceiling, and obviates any glare upon the desks of those seated close to the windows. The glass surface should occupy from one-fifth to one-fourth of the floor surface. For a room 40x30 ten windows 8x3½ would be required. Anything less than this will cause a strain upon some eyes in the middle of the room on cloudy days. Too many trees close to the windows, or curtains thoughtlessly used, often thwart our best plans in this direction. The light should fall from the rear over the left shoulder, and never from the front. Cross lights from right and left are not objectionable. The very best material should be employed for window sash and frames, and on exposed sides double sash should be used. A few extra dollars wisely expended in these precautions will materially assist in promoting the comfort and even the health of the children, and reduce the expense of heating the house. Where window ventilation has to be resorted to this arrangement is very valuable. Outside shutters are a needless expense. Stout heavy wire woven in coarse meshes will prevent the wayward ball from causing an accident, and furnish more security than the ordinary shutter. These can be removed during house-cleaning time. The window lights should not be too large, thus reducing the expense of repairs. Unless the sash is made to lower and raise easily they will remain unmoved by teacher and pupils. Half curtains, two for each window, are better than the ordinary kind.

Brick and stone houses are preferable to frame. The inside plaster should not be applied directly to the walls. It is economy to first strip them; an inch air space is as good as six. Roofing lath securely fastened to the wall to which the plastering lath are fastened affords sufficient circulation of air between the wall and the plastering. The importance of this little precaution should claim the honest attention of every person interested in building or repairing school houses. It insures a dry wall, and it has been estimated to decrease the expense of heating one-twelfth or more, besides adding to the comfort and health of the pupils. By having the space between these lath open at the top and bottom cellar ventilation is greatly improved. Much of the dampness and obnoxious cellar air that usually comes through the floor into the school-room passes up these passages into the attic.

The excavations for the basement should not exceed three or four feet, while the height of the ceiling ought to be about eight feet. Then the cellar windows could be large and above ground, admitting plenty of air and sunshine, offering good facilities for work-shop, play-room, and heater.

The Chimney.—A large ample chimney and ventilating flue should be built in the rear of every school-house. If artificial ventilation is contemplated, the size and shape of the chimney ought to be planned by whoever puts in the plant. If natural ventilation must be resorted to, a well-built flue, 18 inches square inside, reaching from the cellar to five or seven feet above the comb of the roof is a necessity. An iron or metal smoke flue, nine inches in diameter, within this ventilating stack, is to receive the stove pipe, or smoke pipe from the furnace. Two large registers, each 18 inches square, one near the floor and one near the ceiling, open from this flue into the school-room. The upper one opened will tend to remove much of the overheated and poisonous carbon dioxide (CO_2) usually found lurking in the upper strata of the room. The lower one opened will assist in removing the heavy and often colder air below, which is frequently freighted with impurities thrown off from the bodies, with dust and organic poisons, with gas from the stove and such portions of carbon dioxide (CO_2) as may have been pressed down from above. The heat from the iron flue causes a draft whose strength is very much increased by the height of the chimney. There should also be two registers similarly placed in the cellar; these with the inside stripping mentioned above give good cellar ventilation. If steam heat is used a coil of steam pipe in this inner flue will produce a much stronger current. If enough coil is used and heat expended to produce a powerful draft, and enough warmed fresh air admitted to supply the loss, very fair ventilation can be secured.

The advantage of an aspirating chimney of this kind and its adaptability to different methods of heating and ventilating, is so great that no house ought to be built without one. In repairing old houses and improving their ventilation, this is about as practical as anything that has been suggested. If a furnace to supply hot air

is used, the waste heat in the smoke pipe, and as much extra heat as can be spared may be turned into the inside stack, creating a strong current around it in the aspirating chimney. This partial ventilation is much better than none, and very much improves the working condition of a school-room.

The importance of a good tight floor is frequently overlooked, especially in rural houses warmed with a stove. I have frequently found the temperature on the desks of children sitting near a red-hot stove from 90 to 110 degrees, while ice formed on the floor around the water bucket. A piece of tissue paper laid on the seam of a fairly tight floor would be carried up two or three inches by the inrushing current of air. It is positive cruelty to compel children to sit with their feet upon a floor like that; and in houses with no cellar it is worse. These difficulties have been improved in repairing old houses by putting a new floor down upon the old one, with tar felt paper between the floors. The presence of tar, especially gas tar, is considered injurious to the microbes that frequently propagate in the dust and dirt that accumulates in the cracks between the boards. This makes a warmer and much quieter floor than the common kind.

In building new houses the advantage of a double set of joists at right angles, and the cellar ceiled, cannot be too strongly emphasized. If the Smead and Wills method of heating and ventilating is employed it is a positive necessity. If steam heat is used this space between the floor can be utilized by inserting tin lined air ducts with a coil of steam pipe in each. If ample provision is made to supply these air ducts with a bountiful supply of fresh, warmed air, and if the ducts open up into the school-room by a line of small registers alongside of each row of desks, the pupils will not only have an abundance of pure warmed air, but, what is almost as valuable, a warm floor.

By making proper provision for rapidly removing this air from or near the top of the room into the aspirating chimney a fair degree of ventilation can be secured. If we are to judge from what we see, few people seem to realize that steam heat by direct radiation with no provision for ventilation is, for schools especially, *one of the most injurious methods of warming known*. The old red-hot iron stove in a house full of holes could not be worse. Steam heat by indirect radiation, with generous provision for receiving and disposing of air, is fairly satisfactory.

The Roof.—The school-house roof should be water-tight, should be impervious to driving snow, and should need little repair. To meet these three important requirements there is but little choice of material. Slate, tin, and iron all have objections. A split cedar or cypress shingle dipped in a creosote stain and properly put on, with but one-third of the shingle exposed, comes as near a satisfactory roof for a school-house as can be found. By putting these shingles on well-laid hemlock sheathing, little or no snow will get into the loft. The roof should be steep, and ample provision should be made for attic ventilation; a cupola, or ventilator, in the roof with open slat windows at the ends, will aid in ventilating the attic. Here is an opportunity to combine both beauty and utility.

The importance of a generous blackboard surface is so evident that neglect here has no excuse. Good slate along one side of the room is not enough. Small boards between the windows and in the rear of the room, are very useful for progressive maps, and work that is desired to remain several days. Cloak rooms should open into and receive the warmth of the school room, unless otherwise provided for.

The wainscoting which usually extends all the way around the room is very much improved in appearance and durability if it is paneled. The hard woods, like oak, make both an attractive and enduring finish at little more cost than the wood in ordinary use, and they are certainly more economical. A solid maple floor exceeds in wearing qualities the little extra cost.

If the mass of children are made comfortable in school and surrounded with beauty and refinement, they not only attend with greater regularity, and remain longer at school, but their taste and appreciation of such things will be so improved that they will not be content to live in the squalor and discomfort of their tenement homes. When they leave school they will make their surroundings different. It is loss of much valuable time, money, and energy for Boards of Health to attempt to improve the sanitation of town, city, or even country life when we neglect these things in School Architecture. Give us the above essentials first; then give us beautiful school houses and grounds; and in one generation the teachers of America's free schools will do more towards improving the condition of the laboring classes than much of the newspaper agitation of the last quarter of a century. The public school, house and grounds, should be a model for each neighborhood and town, the silent teacher of comfort, health and beauty, the promoter of public taste.

Outhouses.—The marked disparity between the average school-house and its outhouse accommodations is so striking that if man has planned and cared for the one, surely Satan must have planned and cared for the other. The school system of this great Commonwealth will never merit the praise it receives until this crying evil is removed. The tumble-down, wooden, sin-scratched, hell-sodden sheds that stagger and leer at you from the rear of over fifty per cent of the school-houses in this State, make the heart sick when we think of the injured health and blasted morals of the boys and girls therein educated. Churches that hold their revival or other religious meetings, refusing to recognize this evil and to aid in removing it, are building upon false foundations. Christian fathers and mothers who pray for their children and fail to investigate these evils, are simply "beating the air." The school man that fails to do his duty here, fails in the first principles of a proper education, and the instructor who neglects this

matter of supreme importance has failed in the first duty of the true teacher. School Directors who neglect to furnish and keep in repair the needed outhouses are certainly responsible for results. They have surely made their little ones "to offend."

The condition of public school outhouses, their structure, location, and equipment, ought to be inspected at intervals by a properly authorized commission or officer, and if not up to the full standard required by decency and the best law upon the subject that can be framed, they should be condemned without mercy. If that condemnation caused the district to forfeit its annual State appropriation, the condition of these houses in the State would be radically improved within a single year. This subject is far more worthy the attention of the Legislature of the State and of the Christian Church than many things that are regarded of much greater importance, and of which much is said and written.

Separate outhouses, one for the boys and one for the girls, substantially built, pebble-dashed, and sand-painted, under lock and key if approached from the outside, are a necessity. They should be situated somewhat to the rear of the house, and yet within range of the teacher's vision. Hard dry walks leading to these are essential. A fuel house and cloak-room opening into one of the rear corners of the school-room and leading on into well-equipped accommodations for the girls, can be so arranged as to violate no hygienic requirements, and would certainly be of unspeakable advantage.

As school men, let us see to it that the free schools of this grand old Commonwealth are not hindered by defects in her School Architecture.

On motion, the Convention requested that *The School Journal* should publish the paper in full.

COMPULSORY EDUCATION

The Committee on resolutions, as instructed by the body, reported the following resolution:

Resolved, That we urge the Legislature to enact a judicious law upon the subject of compulsory attendance in the common schools.

SALARIES OF SUPERINTENDENTS.

The following resolution of Supt. Canon was also reported with approval and adopted:

Resolved, That we endorse the bill now before the Legislature providing for the compensation of City, Borough, and Township Superintendents.

LENGTH OF SCHOOL TERM.

Supt. Eckels: I wish to ask the President a question. Suppose in a given district there is a school where the larger children go to work after four months' school, and few or none come; must the schools be kept open when there are no pupils, or forfeit the appropriation? How ought the Superintendent to report such a case?

Dr. Waller: He should report the facts. The State promises no help to a district with four months' school. Of course any law works hardship in exceptional cases.

Supt. Swift: Suppose there are ten schools in a township, two of which, at a lumber camp, cannot be kept open more than four months, because there are no people there after that time; the other schools meanwhile are open seven months: can we average them together, which will make more than the minimum?

Dr. Waller: Such an average would not be legal. The law is positive that all the children must have school facilities for six months, then and not otherwise the district shall have its appropriation. The directors must supply all the children with open schools for six months.

Supt. Eckels: What of a case where the schools are open eight months, but for two months a teacher is employed who has no certificate? How shall I report that?

Dr. Waller: I repeat, report the facts. In this case, the fact is that during the employment of the teacher without certificate, the school is not legally a public school, and was only legally "open" for the time it had a legally-qualified teacher.

Supt. Keith: I know of such a case where a district shortened the term and lost its appropriation.

Supt. Swift: In one of our strongest districts, with 17 or 18 schools, open 7 months, and paying good salaries, the people at a lumber camp asked the School Board for a school for the three months they remained there; the Board kindly gave it to them. Should they suffer for being public-spirited enough to supply the want while it existed? —for after that period the school would have had no pupils at all.

Dr. Waller: We have had a case something like that, of a lumber camp; but there the teacher had a contract, and kept right on opening school for the minimum term; so the point now presented did not arise.

Supt. Brecht: If those directors kept open the schools for the legal six months with properly-qualified teachers, and two months longer with teachers who had no certificates, I suppose it would be proper to report that they had complied with the law, and kept open legal schools for the legal minimum term.

Dr. Waller: That might answer to get the appropriation, if only those facts were reported; but Directors have no right to

spend public money for teachers who have no certificates. I repeat, the Superintendent should report the facts—*all* the facts, including such violations of law.

Supt. Brungard (Clinton): If we want to claim the eight months' school term, and pay for it with public money, it is no more than fair that we should be required to comply with the law in the matter of certificates. A school without a legally-certified teacher is not a legal public school—that covers the ground.

Supt. Berkey: In these exceptional cases, I think the adjustment may be safely left to the judgment of the Superintendent, and the reporting of them to his conscience.

LOCAL SUPERVISION.

Dr. Lyte (Millersville Normal School): One word additional to the resolution adopted on closer supervision. As chairman of the Committee on Legislation appointed by the State Teachers' Association, it has been my duty to look up the legislation on this point; and there is now pending a bill providing for it, which seems in a fair way to pass. The bill is not what we wanted in some respects, but it is the best we have any hope of getting; and it will be an entering wedge, that can be improved later. I hope, therefore, it will receive the united and active support of the Superintendents, as making a beginning, to be followed up in the future.

THE USE OF THE PRESS.

Supt. Bullock: We Superintendents should make more use of newspaper influence. Space can be secured in most local papers, and through this we can make ourselves heard and felt, as well as in our Institutes. The newspapers will help us to get the people into our Local Institutes, and when we have them together, we can show them what is needed. Of course it is work, but we are supposed to mean work, and if we cannot or will not do the work needed to get results, we had better resign.

PRINTING RESOLUTIONS.

Supt. McGinnes: We have been resolving a good deal here to-day, but how are our resolutions to get before the Legislature, where they are supposed to go? The press of the city is not represented here, and we have no time to lose, if we want to help or hinder legislation this session.

The reporter for *The Journal* called the attention of the chair to the fact that the Philadelphia *Inquirer* had sent a reporter here, and would publish the resolutions.

Supt. Bullock: I think we should provide for laying the resolutions before the Legislature, and I move that they be immediately printed and a copy placed in the hands of each Senator and Representative.

The motion was agreed to, and was carried into effect immediately after the adjournment of the Convention.

MANUAL TRAINING.

Supt. Luckey was on the programme for a paper on this subject, but said he had not thought it necessary to prepare anything in writing, as he could say all he knew about it in a few minutes. His remarks were substantially as follows:

This industrial education question makes me feel old. Ever since I have been attending educational meetings (a few of you know how long that is), this matter has been coming or rather been pushed to the front. Am I in favor of it? Yes. Am I opposed to it? Yes. Do I understand it? No. Did I ever see anybody that did understand it? Emphatically, No! I have heard men talk about it for hours, and then taking them aside to ask a few practical questions, was told that "Such-and-such a man does, or thinks, so-and-so"—and that was all they knew about it. Nobody seemed to have a definite, clear idea of what the thing meant. Is it mental training they are after? They don't know. Yes, one man thinks he knows, for he declares that hand-work gives the very best possible mental training. But then I reflect that the carpenter and bricklayer work with their hands for thirty or forty years, and what highly-developed minds they ought to have—and they don't, always. That there is utility in it, no one will dispute; but none of its advocates are willing to stand upon utility alone.

After a while, getting tired of so much talk about it, I went to see what these people were getting done—visited nearly all the cities of the country with reference, to this particular matter, and studied their plans and their results. I have seen places where hundreds and thousands of dollars—millions, possibly, in the aggregate by this time—have been put into high-priced plants, in order to make a start. It may be too early to argue from results; but what I saw did not justify me in recommending the matter to my Board. I did not forget, or neglect, or lay the subject aside. I have read everything I could find, talked with everybody I thought would know anything about it, thought it all over, and come to some conclusions, of the correctness of which I leave you to judge.

There is no better or quicker way to get at it than by giving you some facts as they came to me. I had read and heard that among the experiments in this direction in other countries, Sweden had made a great success. I knew that they were an industrious people, and I found that those on the spot believed it was due to the fact that hand-work was part of the education in every school. One day there came into my office a Swedish girl with a good-

sized box: she wanted to show me what it contained. She was a graduate of the Sloyd school, where the teachers are trained, and from the box she showed me the work in all grades. I thought I saw something in it; but knowing there was no place for her with us, and that it was of no use to ask the Board to make one, I sent her to Dr. Noss (I'm sorry he is not here), telling him what I had seen, and asking him to give her a chance, as a favor to me and because she seemed to deserve it. He did give her a chance. A long shed was fitted up with a work-bench and a few tools, and the pupils were sent to her. I kept track of it, sent newspaper correspondents there to write it up, and examined the product. She was a success. I became satisfied that here was something we could do and ought to do—something that we wanted. I wrote to Dr. Noss for a box of their work; he sent it; I took it to the Teachers' Library, and with that before us presented the subject to the Board of Education. They saw it; I said to them: "Here, gentlemen, is something that can be done without great expense, and with positive results; I think we ought to try it." Twenty-four hours before, a motion to give me power to introduce such a thing would not have received a vote; then, the vote was unanimously for it, and we have sent to Sweden for what we want. [Applause.] Now, I expect that in ten years, this system or something like it, will be in use all over Pennsylvania, if not in all the neighboring States. Come it must! We are past the day of great costly plants, beginning at the top, in the high-schools, and plenty of it ending there. We want something rational, practical, at moderate cost; and here it is, backed by the experience of a country whose people's habits are the best recommendation of their training.

One word more—excuse me, gentlemen, if it sounds like vanity—when I question myself sometimes, as every man must who thinks at all: What have you done for the human family that will make those who come after you glad that you have lived?—I feel now, since it has been my fortune to help introduce this, that here is something a man can afford to be proud of while he lives, and something for which he will be kindly remembered when he is gone.

Supt. Canon: I have been much interested in this, as we all have; but I think it would be desirable to have a more detailed description.

Supt. Luckey: Easier said than done. You don't live far from me—come over and see it—that will be better than my description of it.

Supt. Eckles: Even the kind of work and talk we have had at Institutes and elsewhere has done good. Results spring up in the most unexpected quarters. The work at the Clarion school (and, by the way, the very best wood-work there was by a bashful young lady) has made its way out into the rural schools. A teacher went from there to a school where apparatus was scarce; she had no globe, but thought the boys could make one—boys whose only experience with tools was with an axe at a wood-pile; they cut off a maple stump, hewed it, shaved it, sand-papered it, and furnished it with an axis to swing on—it weighs 150 pounds or more. I was surprised and pleased to find it an oblate spheroid.

Supt. Bullock: Sewing is another line on which we can work out—it is easy to show the utility of that.

Dr. Brooks: My observation in large and small cities satisfies me that this manual work is coming to be a necessity, and will soon be a fixed fact in those places. It has been a question with me how it could be adapted to the country school. I hope Mr. Luckey has found the solution of that problem. It is matter of regret to me that my own boy did not have the opportunity of such training in his school days.

Prof. Welsh (Bloomsburg): I am sorry Supt. Walton has gone out, but will say for him that in three townships in his county manual training has been introduced into the country schools, and the instructor passes from one school to another; the results are so far very satisfactory. Dr. Brooks need not go far from home, therefore, to see his problem in course of solution.

Supt. Hoffman (Columbia Boro'): I should be glad of any information that would guide us in proposing the introduction of manual instruction into the schools of a town of 10,000 population.

Prof. Welsh: Well, you might begin with a hammer and nails. We have them do nailing—blind, toe, straight—and they do it well. This and many other exercises are practicable in any school that means business. We have given our Model School pupils a chance at it, and they go for the shop on the run; and the parents appreciate it, too. If the Normal Schools put this in shape, very soon you will have teachers coming out who will be able to conduct it in any school, and adapt it to circumstances.

Prof. Potter (Wilkesbarre): We began with an investment of $150, and put the plant in the basement of the high school; the upper classes of the grammar grade and the lower of the high school were taught by a practical mechanic twice a week. Some pupils, indisposed to work, did not like it; but the general opinion may be gathered from the fact that now we have a graduate of the Boston School at $60 per month, and are doing good work. The boys object to having one set of tools for ten sets of boys;

the new-comer finds a dull tool, and his time is consumed in sharpening it—they want to get right to work.

Prof. Welsh: Our pupils are required to leave the tools in as good condition as they find them; they are left with the teacher at the end of the exercise.

SUPERINTENDENTS' REPORTS.

Supt. Buehrle: I wish to offer the suggestion that it might be useful to include in our annual reports an account of what has been done with reference to improved methods of instruction—the processes and their results. These matters of which we have been speaking—relief maps, manual training, savings banks—how many of our schools have them, how do they do it, what are the results? How many schools have libraries?—this the Department has reached by special circular. These are live matters, information upon which is welcome and valuable. I wish also to mention the matter of the Report book: it is growing to such a size that we shall soon need an express wagon to transport it—can we not have it in less quantity? We have no hesitation in making suggestions to the Legislature, and I suppose we may venture one to the Department.

Dr. Waller: All suggestions are welcome, and we try to profit by them, though, of course, we do not promise to adopt all of them, as there are often many considerations to be weighed. As to the Report book, we have a considerable supply on hand, and cannot change that in the immediate future. The suggestion of Dr. Buehrle, in reference to the Superintendents' report, is a pregnant one: platitudes are not exceedingly interesting reading, but experiences and results are eagerly sought for, as is well shown in this meeting. Modification on the line suggested would make an interesting and valuable book.

Supt. Canon: After reading a succession of puffings of schools, or writing them, one does come to feel he has enough of it. How would it be for the Department to suggest topics, and have them discussed?

Dr. Waller: That does not seem necessary. Let the Superintendent keep notes of all noteworthy matter along through the year, and when he comes to make his report he can look over his book and see what is most valuable, and what proportion of space is proper for each. Sometimes one point can be disposed of in a short paragraph, while another will require pages. Reports, like sermons, cannot be measured by number of words.

Supt. Putnam: Perhaps the Department could help us best by having the school laws codified and put in accessible shape—I think that would be a valuable volume.

Deputy Houck: That is not a new suggestion, but it is a good one, though much easier made than accomplished; but we will get there after awhile.

CLOSING REMARKS.

Dr. Waller: If there is nothing further to be considered, I wish to add a few remarks before adjournment.

First, as to questions of law presented at a meeting of this kind, the opinion of the Superintendent of Public Instruction, expressed without opportunity for reflection or examination, is not to be taken as final, or as a judicial interpretation of this or that part of the law. Such a decision, under such circumstances, must be difficult, perhaps impossible, to any man—certainly so to myself. The cases brought to our attention this afternoon make this difficulty plain. Such matters require time and thought for decision, since once made a decision becomes a precedent. But it is always to be remembered in these matters of interpretation, that the law exists for the schools, not the schools for the law; and the law should be construed and administered with reference to that fact. While in such cases as have been presented the facts should be reported, in adjusting them we must all use our common sense. If a flood carries away a school-house, and interrupts the term, it would hardly deprive the district of its appropriation. The employment of a teacher without a certificate is different—that is a clear violation of law, and must not be done.

The discussion of these points has impressed me anew, gentlemen, with the unique dignity and power of the Superintendency. As is the case with the local Boards, great power, wide discretion, is lodged in you. The Superintendent is not a mere executive officer, to carry out orders received from above; he is placed in control of the educational affairs of his county, and is in many matters a law unto himself. Being thus set to administer the law, many of these disputed questions can be best settled by you, and this should be done whenever possible. It is largely in the hands of these officers to demonstrate the utility and necessity, and maintain the dignity of their office. They can so administer it as to create a sound public sentiment, which will secure good Directors, who in their turn will elect and support good Superintendents.

As the Board of Directors is in its sphere the ultimate unit, so is the Superintendent on the next step above. While they control the schools, provide the buildings and elect the teachers, he decides who may not be elected, by his control of the issue of certificates. Here in his own jurisdiction he is supreme; he is not bound to recognize the papers from his neighbor—their circumstances and standard may differ; even the professional certificate has full credit only for one year, during which he tests the teacher by his standard. So he is made a judge—the genius of the law is to magnify the office, to make it judicial, not merely ministerial. Keeping this in mind, you will be able to adjust many of the difficult cases, with satisfaction to all and credit to yourselves.

The Superintendents of Pennsylvania have done honor to her system of Public Instruction, and greatly advanced the cause of education in general. When Dr. Winship said our country schools surpassed those of other States, he spoke from wide and intelligent observation, and we value his opinion accordingly. We are not satisfied with what we have accomplished; but what we are, we owe in large measure to the ability and wisdom of the men who have administered the Superintendency. Dr. Higbee, who also spoke from experience, having attended a number of meetings of the National Association, is reported to have said that the Pennsylvania Superintendents in Convention measured well up in comparison with that body. That was high praise; but I do not doubt you will keep Pennsylvania up to the standard.

In conclusion, I wish to thank you all for the courtesy extended to me, and to express the very great interest and pleasure which I have taken in all your deliberations. The Convention of Superintendents now stands adjourned *sine die*.

THE ROLL OF MEMBERSHIP.

The Superintendents in attendance were the following:

County—J. W. Thoman, Adams; Marlin Bowser, Armstrong; C. J. Potts, Bedford; W. M. Zechman, Berks; Henry S. Wertz, Blair; G. W. Ryan, Bradford; W. H. Slotter, Bucks; J. W. Leech, Cambria; Ella Herrick, Cameron; T. A. Snyder, Carbon; Joseph S. Walton, Chester; D. M. Brungard, Clinton; R. M. McNeal, Dauphin; A. G. C. Smith, Delaware; C. J. Swift, Elk; B. W. Peck, Fulton; A. M. Hammers, Indiana; M. J. Brecht, Lancaster; John W. Snoke, Lebanon; J. O. Knauss, Lehigh; T. B. Harrison, Luzerne; Charles Lose, Lycoming; William P. Eckels, McKean; R. F. Hoffecker, Montgomery; John A. Kipp, Pike; G. W. Weiss, Schuylkill; J. M. Berkey, Somerset; U. B. Gillet, Susquehanna; H. E. Raesly, Tioga; H. M. Putnam, Warren; Byron E. Tombaugh, Washington; H. C. Brenneman, York.

City, Borough, and Township.—L. B. Landis, Allentown; D. S. Keith, Altoona; C. D. Bogart, Bradford; Matilda S. Booz, Bristol; Ebenezer Mackey, Butler; W. H. Hockenberry, Chambersburg; Charles F. Foster, Chester; S. H. Hoffman, Columbia; A. D. Colegrove, Corry; William W. Cottingham, Easton; H. C. Missimer, Erie; Lemuel O. Foose, Harrisburg; David A. Harman, Hazleton; Joseph H. Jones, Hazle township (Luzerne county); T. B. Johnston, Johnstown; R. K. Buehrle, Lancaster; Cyrus Boger, Lebanon; Frank S. Miller, Mahanoy City; Clarence B. Miller, Nanticoke; F. M. Bullock, New Castle; Joseph K. Gotwals, Norristown; James MacAlister, Philadelphia; Harry F. Leister, Phœnixville; George J. Luckey, Pittsburgh; David B. Gildea, Plymouth Township (Luzerne co); William W. Rupert, Pottstown; B. F. Patterson, Pottsville; Samuel A. Baer, Reading; William F. Harpel, Shamokin; J. W. Canon, Sharon; L. A. Freeman, Shenandoah; Owen R. Wilt, South Bethlehem; Samuel E. Shull, South Easton; L. E. McGinnes, Steelton; R. M. Streeter, Titusville; Addison Jones, West Chester; Samuel Transeau, Williamsport; Atreus Wanner, York.

Normal School Principals.—G. M. Philips, West Chester; E. O. Lyte, Millersville; N. C. Schaeffer, Kutztown; Judson P. Welsh, Bloomsburg; Albert E. Maltby, Slippery Rock; A. J. Davis, Clarion.

Ex-State Superintendents. — Hon. H. C. Hickok, Philadelphia; J. P. Wickersham, LL. D., Lancaster.

Advisory Members.—Hon. H. L. Dieffenbach, of Carroll county, Md., Dr. Edward Brooks, Dr. A. R. Horne, Ex-Supts. W. W. Woodruff and J. H. Briggs, Prof. G. E. Little, of Washington, D. C.; State Supt. J. H. Shinn, of Arkansas; J. R. Sypher, Esq., Philadelphia.

[This honor was, on motion, extended to all other school officers of this or other States who were present, but no further names were reported to the Secretary.]

ASSOCIATION OF CITY AND BOROUGH SUPERINTENDENTS.

During the Thursday morning session of the Convention of Superintendents, the following call was circulated among the City and Borough officers, and signed as annexed:

The undersigned, believing that an Association of City and Borough Superintendents would be of great advantage to all concerned, hereby invite all such officers to meet in this room at the close of the morning session, for

the purpose of taking the initiatory steps to effect an organization.

R. K. BUEHRLE, SAML. A. BAER, M. S. BOOZ, W. H. HOCKENBERRY, L. E. MCGINNES, JOS. H. JONES, C. F. FOSTER, H. F. LEISTER, C. D. BOGART, WM. F. HARPEL, S. H. HOFFMAN, W. W. COTTINGHAM, S. E. SHULL, OWEN R. WILT, F. M. BULLOCK, R. M. STREETER. A. D. COLEGROVE.

The Convention having adjourned, the City and Borough officers assembled and were called to order by Dr. Buehrle, who read the call.

On motion, temporary organization was effected by election of Supt. W. W. COTTINGHAM, of Easton, as President, and Supt. L. O. FOOSE, of Harrisburg, as Secretary.

A committee was appointed to report a plan for a permanent organization, at the close of the afternoon session of the Convention —consisting of the Chairman, Supts. Buehrle of Lancaster, and Streeter of Titusville.

The meeting then adjourned, to reassemble at close of afternoon session.

On reconvening, the Committee on Permanent Organization presented the following report:

The committee appointed to report a plan of organization for an Association of City and Borough Superintendents of the State of Pennsylvania respectfully report: That the officers shall consist of a president, a vice-president and a secretary, to be elected annually. That an executive committee consisting of three be appointed annually, whose duty it shall be to report a programme of exercises for next annual meeting. The place of meeting shall be fixed by the executive committee, unless otherwise ordered by the Association itself.

The report having been unanimously adopted, the Association was permanently organized by the election of the following

OFFICERS.

President—W. W. Cottingham, Easton.
Vice-President—R. M. Streeter, Titusville.
Secretary—L. O. Foose, Harrisburg.
Executive Committee—R. K. Buehrle, Lancaster; G. W. Phillips, Scranton; R. M. Streeter, Titusville.

On motion of Messrs. Baer and Gotwals, the Executive Committee were authorized to arrange for a meeting of the Association in Harrisburg about the 1st of May.

The Association then adjourned to meet at the call of the President and Executive Committee.

This call, for April 30th and May 1st, as sent us by Supt. R. K. Buehrle, will be found in our editorial columns, with full programme of the two days' meeting.

CLASSICAL STUDIES.

BY DR. E. E. HIGBEE.

MUCH discussion has been indulged in recently upon the relative importance of the so-called "Classical Studies" in the curriculum of our Academies and Colleges. Some, whose names carry with them much authority, seem disposed to set aside the Greek language and literature, at least, and substitute for it some modern tongue, *e. g.*, the French or German. They assure us that far better results can be secured by such substitution than are now reached. Others would reduce to a minimum all philological studies, and introduce in their place the wide and ever-widening range of physical sciences, which our modern civilization has brought to light. We have thonght, therefore, that this subject might be of sufficient interest to such an assembly as this to warrant our spending a brief hour in its examination. At the outset, however, we must try to fix some standpoint of observation—some clear conception of the general purpose of Academic training: for without this it will be quite impossible to determine the relative worth of any system of study which may be suggested.

There are two quite divergent lines of thought in reference to the general purpose of education, which necessarily require equally divergent courses of study.

The one view regards as the end of all preparatory study simply the immediate wants and uses of our natural and social life —the necessary surroundings or environment of the pupil in the age in which he lives — and seeks, therefore, to fit him directly and thoroughly for such temporal uses as his supposed special calling may demand. And inasmuch as the age is one in which material pursuits are all-engrossing, the physical sciences must preponderate, and the so-called "humanities" must fall into the background. Prairies and wildernesses must be turned into gardens, cities must be built, distances must be overcome by railroads, telegraphs, and telephones; commerce must whiten the seas, and the countless forces and mysteries of the physical universe must be explored and conquered for the use of man; telescopes must pierce the infinities of space without, and microscopes must reveal the infinities of things within. Joined with this view, and very naturally too, we have that philosophy which regards the human soul as a vast capacity, so to speak, which must be filled with an

ever-increasing mass of information gathered by close observation and experiment, aided by all the apparatus which ingenuity can possibly construct.

Great results, it is argued, have already been reached in this way, and the prospect of still greater results beckons us onward. Nature must be wholly subdued for human uses, civilization more rapidly advanced, and the peerless lordship of man in this created realm revealed. The noble lusts of the mind must be increased and satisfied, and knowledge show itself as power.

Of course from such a standpoint, but little use can be found for "*classical studies.*" The Greek and Latin languages are but dead things, giving, it may be, a mass of detailed historical facts and technical terms, which can be easily enough gathered from translations. They can have no practical significance—can give no aid in the fierce battles of actual life—are only an ornamental burden to the modern student, who has opened before him as never before the boundless world of physical phenomena to investigate, organize, and classify.

Why worry over an intelligible world (*mundum intelligibile*), when we have a sensible world (*mundum sensibile*) demanding our immediate regard? Why bother over the destructive wrath of Achilles, or follow pious Æneas from blazing Troy Romeward? Why listen to Tityrus under his wide-spreading beech, or go with Theocritus and hear the soughing of Sicilian pines, or waken sleeping Pan, or join the frolicsome wood-nymphs of Arcady? Why waste the golden hours of youth, opening into vigorous manhood, over the long-forgotten oratory of Demosthenes or Cicero, the worn-out dialectics of Plato, the complicated sentences of Thucydides, the wild wit of Aristophanes, the lyric legends of Pindar, or the stately tragedies of Æschylus or Sophocles—men dead for more than two thousand years?

What help can all this give us in tilling our fields, delving our mines, smelting our ores, tunneling our mountains, or binding the uttermost parts of this little earth of ours together with cables, on which we may send the ready lightnings all crying, "Here we are!" Let the dead bury their dead. Let us who are in the living present address ourselves at once to its immediate and pressing wants. True, the fossil rocks of Geology have been dead for countless centuries, and physical science throws us back into a fathomless past: yet these centuries and this timeless past reveal a wondrous history, and we cannot with too severe labor decipher their hieroglyphs, while with a heroic individuality we shall carry the world onward with ever-widening investigation—*whither*, let the sleepy ontologists determine as best they can, for it is beyond our ken.

This is no exaggerated outline of one theory of education, which is very prominently brought forward in this age, and which must from the very nature of the case entirely displace in the end all classical studies in our Academies and Colleges, if it comes to prevail.

There is another theory, however, which, while not neglecting the physical world, regards with more especial emphasis the nature of man, as such, and what is involved in the spiritual substance of his being. To this view, man's environment is vastly more than physical, and his wants reach much further than the temporal order around him.

Being himself the very crown of the whole physical process below him, he is gifted with power to carry this into a higher realm, through his own rational will, opening the possible avenues through which an inflow of divine life may reach him, and be recognized as the very substance of the *good* and the *true* in his own personal being. For the culture of *himself*, therefore, for the fullness of his own *personal life*, something more is needed than physical science. He is to acquaint himself not simply, nor primarily, with the cosmical order of created things *physical*, but with the psychical world, in its orbit vaster than all burning suns. He must come into communion with the soul-life of humanity, not written upon rocks nor amidst the stars—timeless and spaceless—because, in forms of reason and will, he must find his own being joined in a common rational life with the thought and life of mankind.

It is true in the physical world he finds intelligence — a divine reason immanent there—making science itself possible, and, in way of correspondence, indicative of the spiritual; but the higher life of humanity, revealing itself so prominently in art, and winged words, and history, he cannot neglect. He is to be raised above the individual and passing present, and, in a measure at least, made free in the general reason of the race—lifted out of his otherwise fragmentary self-hood in thought and act—as he comes to recognize the universal and eternal.

In this view, therefore, even those studies which lend themselves most readily to merely temporal ends, are so directed as to enlarge the soul, and bring to it through

such enlargement a vision of the absolute. Plato calls the mathematics *holy*, not because we can by them measure lands, or trace the orbits of starry worlds, but because of what he regards a higher utility, that of bringing the mind of the young near to the paradigms of the heavenly, and making it conversant with immutable truth. From this stand-point, it can be readily seen that the living records which humanity has given of itself—the fossilized strata, if so they may called, of mind itself through the centuries of its culture and activity—cannot be set aside; for God speaks not only through the physical universe, "day unto day uttering speech, and night unto night showing knowledge," but through the mightier creation of the human soul, his own image and likeness, wherein the Love and Wisdom of his own infinite being come to their highest and holiest revelation.

From this survey, necessarily brief and imperfect, we are prepared to assert what educational purpose can be subserved by "classical studies."

Let it not be understood, however, that we disregard the necessity and benefits of the study of physical sciences. The fundamental principles thereof, the proper methods of investigation therein, including the culture of a truly philosophic spirit, and the skilful manipulation of the apparatus required, should be carefully attended to in every advanced preparatory school of the age. It would be a great loss indeed if all this should be left to the after-culture of a purely technical school. The young man, when entering upon any special scientific investigation as his life-work, should be already familiar with the general field of science. He should have at hand the power of *orienting* himself, and not stumble as a stranger trying to grope his way in a strange region, dark to him and pathless. Such preparatory studies also are not only of service in the way of gathering an extensive fact-lore, and right powers of clear physical observation, but they aid in strengthening and disciplining the analytic power of the mind, so that there can be no real loss, even if the quondam pupil neglects in future all physical investigations in the interest of some quite dissimilar vocation.

But there is a history far more profound than that of the physical world, demanding our regard—a history which has to do with the psychical world. There is such a thing as the development of Spirit,—the unfolding of a self-contained existence. The *idea* of the world, as it comes more and more to its realization through world-historical individuals and epochs, cannot be sacrificed to merely physical investigations without incalculable loss to mankind. Thermopylæ is something more to the world than warm springs and a rocky gorge. While we may proudly rejoice in being able to analyze these, we have no right to neglect the Greek Spirit which asserted itself so tragically in Leonidas and his heroic band. We may justly boast of our ability to tell the history of the formation of the marble quarries of Pentelicus, and to give every zoölogical characteristic of the bees which gathered honey on flowery Hymettus, yet we cannot set aside the art-spirit of Phidias or Praxiteles—the glory of the Parthenon and the sculptured beauty of the Piræus. We may claim with pride our ability to fix with mathematical accuracy the coast line of Attica and give the area of hilly Salamis, but we will not forget that Solon and Euripides were born there, nor be unmindful of that autumn when Themistocles gained for Greece his immortal naval victory. We may measure with metric precision the beach of Phalerum, yet how much we should narrow our human sympathies and neglect the worth of soul in passing by that Spirit which asserted itself against the Macedonian tyranny, the young Demosthenes, who declaimed to its sweeping waves that he might meet the tumult of the Grecian agora with his matchless oratory.

How can we clearly grasp the great representative nations and individuals of the world, and mark through them the true historical development of reason and will, unless we have gained power to enter into their soul-life and gather there that body of invisible motives which impelled them to their work? And where can we find that soul and that body of invisible motives so boldly and so clearly uttering themselves as in their own mother-tongue, dead it may be to us naturally, but to them a living, winged spirit, bearing with it their own throbbing spiritual life? Physical ethnography may be of great service in fixing the age and employments of primitive man, measuring his skull and showing his state of civilization from implements of stone or bronze or iron, and his animal surroundings of mammoths, cave-bears, and cave-lions, and other monsters now known only from their fossil remains; but there are remains not found in the debris of caves, nor amid the mould and ashes of funeral mounds,—remains which reveal the soul of humanity,

its spiritual struggles and victories and defeats,—the vast sweep of its almost infinite possibilities; and shall these, when at hand, lie buried in the mould and ashes of voluntary neglect or studied indifference?

The rational thought, the living substance of mind, revealed especially in the art, and philosophy, and law, and classic literature of the two greatest world-historical peoples immediately preceding our modern civilization—shall these not be of significance, not only in the way of developing mental strength and widening the sympathies of the heart, but as affording fields of investigation most intimately connected with the whole social economy of the present age? If, which is not true, the language of Greece be dead, her art and philosophy, as factors of our human existence, are real and living. So with Rome. Her language still lives in the whole literature of the mediæval world, and forms the base and substance of the Italian, Spanish, Portuguese, and French; but beyond this, her legal administrative genius, her governmental policy, is uttering itself throughout the civil and canon law of the world.

PLANT USEFUL TREES.

THE fruit growers of Ulster county, New York have started orchards of chestnut, black walnut and hickory-nut trees, intending to produce nuts for the markets. The idea is a good one, and many of the shade trees that adorn the yards and lanes of country places, farms, etc., might just as well be of some nut-bearing kind as any other, and thereby combine utility with beauty. In some rare cases the writer knows farmers who have their homes well surrounded with trees, and lanes and roadsides also bordered with trees, and there is not a tree that does not bear either fruit or nuts. What grand thoroughfares, what delightful drives, what refreshing shade is afforded on a warm summer's day on a road where the outspreading branches of grand old trees on either side of the road reach across and with very little breeze seem to greet each other with a friendly hand-shake. How we love to halt after having turned to the right to give passing vehicles their allotted space and rights, and beneath these leafy canopies rest and enjoy the beautiful vista through the branches, the undulating fields, the neat farm-houses, the meadows, from which come the varying clatters of the mowing machines, as the stiff breeze springs up and dies away again, bringing with it whiffs of the odor of the new-mown hay!

The writer once visited the old "homestead" in Chenango county, N. Y., of his father, where, on both sides of the public road that passed through the estate, years before the parent had planted black walnuts and butternuts (white walnuts). For half a mile along the highway these trees interlaced their boughs, forming a complete archway. What a harvest for the boys each fall these trees afford! To the writer the trees were a sermon, an incentive to do good, an example of what a little thought and labor could result in. How many human beings had enjoyed the refreshing shade of these old trees; how many evenings around the fireside hearths have the young and old partaken of the meats of the nuts and watched the blue and yellow flames shoot out from their burning shells in the old-time fire-places. Who shall say that he who plants a tree is not doing that which shall be a benefit to mankind in many generations? Have you got a stream that is running through your rich meadow lands, every season washing away your land and widening its breachy ways? Why not stick down early next spring branches of willow every eight or ten feet? If you object to the willow hedge that the bush willow makes, put out the regular tree willow (yellow) and keep the lower branches trimmed off and train the tree as you wish it to grow, and the roots will soon effectually stop any further washing away of your rich meadow bottoms. Chestnut trees are among the most rapid growers of the nut-bearing varieties, and can also be classed as decidedly ornamental, with their season of early light green leaves changing to a heavy dark green latter on; then the attractive, pendant, graceful bloom, followed by the branches of green burrs full of promise for the first crisp, frosty morning.

In Pennsylvania the English walnut stands the climate and is a fine foliage tree, somewhat slow of growth, and when in bearing proving quite profitable. The thin-shelled hickory nut, "shagbark," or shellbark, as called in some localities, is another fine tree that should be more extensively cultivated. Different localities, according to the possibilities of acclimation of trees, will suggest varieties that would be suitable to plant.

In imitation of nature's process in the forest, all limbs and sprouts should be removed as soon as possible up to a desired point; this can usually be done with an ordinary knife, or even the hand. In consid-

ering the removal of a sprout, the question should be, Will a branch be desirable at that point? If not, let it not remain to rob desirable parts. Dead and decaying limbs should be promptly removed.

A SATURDAY EXHIBIT.

MESSRS. EDITORS: We had an experience here Saturday afternoon, March 7th, which was new to us and which may be profitable to others; hence I make bold to send you a notice of it.

The pupils in our West Side School Building were given two weeks notice to prepare some work for exhibition. The exhibit was to consist of regular work with a few fancy touches. The work was laid aside and kept until the exhibition day, when parents and friends were invited to come between the hours of 1:30 and 4 p. m. Nearly 600 visitors were in attendance, and they expressed themselves as greatly interested in the work they saw on wall, table, desk, blackboard, slate, paper and book. All kinds of school work were spread out for inspection—drawing, writing, arithmetic, geography, physiology, language, book-keeping, algebra, history, Latin, physics, geometry, etc., etc.

The result of the exhibit is that teachers and pupils are greatly encouraged by the kind and complimentary words they received from the visitors. One teacher, with beaming eyes, remarked that she received more compliments that day than she ever received before.

The social intercourse between teachers and parents was also a profitable feature of the exhibit. JOHN E. MORRIS.

Greenville, Pa., March 18, 1891.

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, APRIL, 1891.

"Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'." *Scotch Farmer.*

ARBOR DAY PROCLAMATION.

In the name and by authority of the Commonwealth of Pennsylvania,

A PROCLAMATION.

WHEREAS, The beautiful and useful ceremonies of Arbor Day, which were established some years since in Pennsylvania, have received the official sanction of our General Assembly, whereby the Governor is requested to appoint annually a day to be designated as Arbor Day in Pennsylvania, and to recommend by proclamation to the people, on the days named, the planting of trees and shrubbery in the public school grounds and along the public highways throughout the State:

Now, therefore, I, Robert E. Pattison, Governor of the said Commonwealth, in accordance with custom, do hereby designate and proclaim Friday, the 10th day of April, A. D. 1891, and Friday, the 1st day of May, A. D. 1891, to be observed as Arbor Days in Pennsylvania.

The selection of either of the above designated days is left to the discretion of the people in the various sections of the Commonwealth, each locality observing that day which is deemed to be most favorable on account of climatic conditions.

The rapidity with which our virgin forests are disappearing, either from wanton or careless destruction, or before the untiring axe of the energetic woodman, has caused grave questions to confront us, whose importance, from both a sanitary and economic point of view, cannot be magnified. It is the bounden duty of every citizen who is interested in the future prosperity of the State to lend his personal influence to any and every effort that has for its object the encouragement of forest culture and tree planting, not alone upon our own lands, but upon the public grounds and highways. Laws intended to encourage this commendable work have been enacted, but they will be obsolete unless revived and enforced by healthful public sentiment.

To this end I do most respectfully, yet earnestly, invoke the potential influence of the public press throughout our State, so that the people may be awakened to the importance of the question involved in the establishment of an Arbor Day.

I call upon the people to read the newspapers, periodicals, etc., treating on this important subject, so that they may bring the best thought and experience of the age to their observance of the day.

I recommend that the teachers and pupils in our schools, both public and private, set apart this day and observe it by recitations, essays, discussions and other appropriate exercises, so that the youthful mind may be impressed with the beauty and utility to be found in a flower, a twig, a tree.

Given under my hand and the Great Seal of the State this twenty-fifth day of March, in the year of our Lord one thousand eight hundred and ninety-one, and of the Commonwealth the one hundred and fifteenth.

By the Governor: ROBT. E. PATTISON.

WM. F. HARRITY,

Secretary of the Commonwealth.

DEATH OF DR. WICKERSHAM.

THE sudden death of Dr. J. P. Wickersham, for nearly fifteen years State Superintendent of Public Instruction in Pennsylvania, comes with a shock of painful surprise. No one thought for a moment of such ending to what seemed an ailment that must soon pass and leave him as active and energetic as ever.

The meeting of the Building Committee of the School Board of Lancaster City, of which he was chairman, was held on Monday evening, March 23d. It was confidently supposed that he would be present, as he was much interested in the two new buildings to be erected, which would involve an outlay of some sixty thousand dollars and the contracts for which were to be awarded on that evening. The President of the Board, D. McMullen, Esq., also a member of the Committee, called to see him during the day, and reported that he was not well enough to be present. Nothing further was thought of this by any one until, early on Wednesday morning, the city was startled by the news of his death.

His sickness first manifested itself on Saturday one week ago, the attending physician, Dr. M. L. Davis, pronouncing it intercostal neuralgia. This seems to have developed into the grippe, and heart failure ensued, resulting in his death. He kept his bed on the following Sunday, March 15, but on Monday was up and about the house again; and on Thursday of that week the attendant physician ceased visiting him professionally, believing the trouble at an end. During the week, when the weather permitted, he walked about the yard, being out as late as the 23d inst. On Tuesday at noon while at dinner, he was attacked with faintness, and left the table. Stimulants were administered, and in a few minutes he rallied without loss of consciousness. Twice during the afternoon he had similar attacks. His physician was sent for, and left medicine to control the action of the heart.

At the evening meal he ate as usual, and after supper read the evening papers, clipping some paragraphs that he cared to preserve and chatting pleasantly with those about him. He seemed to feel much better, and was in excellent spirits. At ten o'clock he went to bed as usual, needing no assistance of any kind. Towards midnight his daughters heard him moving about in his room, and to one of them, going to see whether he wanted anything, he said that he could not sleep. He lay down, however, and an hour later called, saying, as they came into the room, "I fear I can't stand this." Great beads of perspiration stood on his brow. He asked for a fan, which was given him, and the windows were opened. He was walking the floor and seemed to be suffering much pain. Physicians were at once summoned, and everything done that medical skill could suggest. At 3 a. m. the sufferer lost consciousness, and a half-hour later he was at rest—all the activities of a busy life on earth forever ended.

Dr. James Pyle Wickersham was born in Newlin township, Chester county, Pennsylvania, March 5th, 1825. He was one of the fifth generation in direct descent from Thomas Wickersham, who settled, in 1701, on a tract of a thousand acres of land in East Marlborough township, Chester county, deeded in England in 1682 to his father-in-law, Anthony Killingbeck, by William Penn, and by Killingbeck to Wickersham and his children in 1700. The Wickersham family came from the parish of Bolney, Sussex county, England. The subject of this sketch received a good education in the public schools and at the Unionville Academy, which institution was located in the neighborhood of his birth-place. His degree of A. M. was conferred by Washington College, and of LL.D. by Lafayette College, both in this State.

His educational career commenced when he was but sixteen years of age, as a teacher in a public school in the winter of 1841–2. He continued studying and teaching until 1845, when he became principal of the Marietta Academy, in Lancaster county, Pa. He was elected the first County Superintendent of Lancaster county in 1854, and, because he declined to serve for less, received five hundred dollars more than any other superintendent in the State. He immediately entered with great zeal into the work of elevating the schools of the county to a higher standard of proficiency. Coming to see the advantages resulting from the association of teachers together in County Institutes, then rising into notice, he conceived the idea of enlarging this plan of teaching, and proposed to give instruction of this character for a period of some months at the Millersville Academy, then taught by Mr. L. M. Hobbs. This may be regarded as one of the steps which led to the establishment of the Normal School at Millersville. The movement thus inaugurated went steadily onward, and in 1856 Professor Stoddard, the first president of the institution, was re-

leased from his charge, and Dr. Wickersham chosen to succeed him as head of the first Normal School of Pennsylvania. He thereupon, in 1855, resigned his position as superintendent of the schools of Lancaster county, and vigorously entered upon the discharge of his new duties. This school became, in 1859, the first State Normal School in Pennsylvania. He remained in this position until 1866, when he was appointed State Superintendent of Public Instruction by Governor Curtin, which position he held for nearly fifteen years.

He aided in organizing the Lancaster County Educational Association, and was its second President in 1853; in organizing the Pennsylvania State Teachers' Association, and was its President in 1856 and 1876; in organizing the National Educational Association, and was its seventh President in 1865. He was twice elected President of the National Department of School Superintendents. He wrote largely on educational subjects for magazines and the newspaper press; for ten years, from 1871 to 1881, he was editor of the Pennsylvania *School Journal*, and his books on "School Economy" and "Methods of Instruction" have not only had a large circulation in the United States, but have been translated into the Spanish, French and Japanese languages. His latest and most elaborate literary work was the "History of Education in Pennsylvania."

In 1863 he raised a regiment of soldiers to serve for three months, the 144th Pennsylvania, and commanded it during the Gettysburg campaign. In 1882 he was appointed by President Arthur United States Minister to Denmark, and spent six months in Copenhagen. He resigned the position because of insomnia; and this trouble has afflicted him in a greater or less degree ever since. His visit to Europe as Minister was his second trip having first gone with several friends in 1878. In April, 1889 (after the death of his wife), he again went, accompanied by his daughter Lillian, this being his third trip abroad. He remained six months, returning in November. On his second trip he was accompanied by his daughter Dora.

No man in the State was more prominent in educational affairs. Indeed, his reputation was national. Only two weeks ago, on his return from Altoona, where he had been in attendance as a delegate to the State Encampment of the Grand Army of the Republic, he went to Philadelphia to attend the convention of School Superintendents, and while there was summoned before the Legislative Committee, then in session in that city, to give his views on the school book question. He was a member of the Lancaster Board of School Directors, and frequently said that he regarded this position as the proudest of his life. He was, as has been said, President of the Special Committee on new school buildings, and no man on the committee took a keener interest in the important work entrusted to their hands. As late as the Monday evening before his death, he wrote a letter to W. R. Brinton, esq., secretary of the Special Committee, expressing his regret at not being able to be present, and saying that he would be able, however, to sign the contracts.

After the formation of the Grand Army of the Republic he became a member of George H. Thomas Post, No. 84, and was Commander of that Post during the past year. He took a deep interest in Grand Army affairs. He was a prominent member of the Masonic order, a trustee of the State Asylum for the Insane at Harrisburg, Vice-President of the Board of Trustees of Franklin and Marshall College, President of the Linnæan Society, bank and cemetery director, and held other positions of trust and responsibility in the community in which he lived and elsewhere in the State.

In his religion, he accepted the faith of his fathers. He belonged to the Society of Friends, and was a member of Marlborough Meeting, near Kennett Square, in Chester county, though, during all the years of his residence in Lancaster, he held and occupied a pew in the Presbyterian church of this city.

At a special meeting of the Lancaster School Board held on Thursday evening, March 26th, the President, on motion, appointed Messrs. W. W. Griest, H. A. Schroyer and Wm. Johnson a committee to draft a suitable memorial tribute. The committee presented the following, which was unanimously adopted:

We mourn the death of a co-laborer in the work of free education. As a member of the Lancaster City School Board for seven years, Dr. J. P. Wickersham was earnest, effective, progressive, and well-informed. His knowledge and experience were invaluable, and we deeply feel the great loss which the cause of education in this city has sustained by his death.

Nor is it we alone who mourn the death of Dr. Wickersham. Throughout the Commonwealth sorrow is felt at the fall of a pillar of the free school system. Since the days when its founders builded better than they knew, no man has lived in Pennsylvania who became

more closely identified with the growth, progress and present efficiency of the schools of the people than he. For fifty years he was connected with educational work, as a country school teacher, founder of an academy, first Superintendent of Lancaster county, Principal of the Millersville Normal School, as State Superintendent, and as a member of this Board. In all of these capacities he acquitted himself with fidelity and conspicuous success. The monument to his memory that will longest endure is that reared by his own hands in the work which he wrought and the great good which he did on behalf of intelligent citizenship. Dr. Wickersham's memory will never die while free school houses stand on Pennsylvania's soil.

We, who knew and honored him as a man, a neighbor, and a citizen, offer this memorial tribute; and we hereby resolve, as a further manifestation of our respect for his career and character, to attend his funeral in a body.

The members of the Tucquan Club held a meeting, Thursday evening, at the office of District Attorney Reinœhl, to take action on the death of their late fellow-member. Prof. J. B. Kevinski presided, and T. B. Cochran, A. H. Fritchey, and John I. Hartman were appointed a committee to draft a proper resolution of respect. They ordered a handsome floral emblem to be sent as a tribute from the club. This consisted of a large anchor, bearing upon it, on a white silk ribbon, the word "Tucquan" in blue immortelles. The committee reported the following which also pays due tribute to Dr. Rathvon, the noted entomologist, whose death occurred but a few days before that of Dr. Wickersham:

In the death of Dr. S. S. Rathvon and Dr. J. P. Wickersham, this club most nearly feels what the whole city and community regret in common, the loss of comrades and companions whose places cannot soon, if ever, be filled. As friends in the every-day social occasions of life, their character, geniality, sincerity, all manly qualities, learning and high moral impulses, enabled them to make the mingling of men an occasion of happiness, and to elevate the pleasure of intercourse to the noblest plane of thought and action. They have won a position in the realm of science and letters, and in the field of public affairs, which gave them a high name among men and reflected honor upon the membership of this club. They were democratic in all their instincts, broad in all their views, and high-born gentlemen in all their acts. The coincidence of their taking-off so nearly together calls to mind the similarity of their life-work. Both were born to no special opportunity of wealth or parentage—their inheritance was self-dependence and laudable ambition; both were students all their lives; both won high honors in their special callings; both led lives singularly pure, sincere and honest; both became marked and notable men of this community; both left lives well worthy the study of every man and the emulation of every youth; and both died, crowned with honors fairly won and not capriciously bestowed, and with the deep regret and profound sorrow of this community. This club, by their death, has lost two members, so noble in life and death that their memories cannot fade, and kindly recollection will hold in tender affection their deeds and friendship through all time.

On Thursday afternoon the employes of the Inquirer Printing and Publishing Company, of which Dr. Wickersham was President, held a meeting, organizing by making Mr. G. H. Rothermel chairman, and J. D. Pyott secretary. The following resolutions relative to the death of Dr. Wickersham were reported by a committee of department foremen and adopted by the meeting:

The employés of the Inquirer Printing Company having experienced a heavy loss in the death of their honored President, desire to express their appreciation of his worth and their sympathy with the afflicted family.

No testimony from us is needed to the excellence of his public and private character—his praise is in the mouth of all; but the peculiar relation he bore to us, which passed beyond that of employer and employé, approaching that of a venerated father to his children, places us in a position to sympathize more fully with those so suddenly bereaved, than is possible to others differently situated.

He was one of the few who understood and sought to realize the true relation of capital and labor—that of mutual helpfulness—and his presence and kind greeting day by day went to sweeten toil and promote that human brotherhood which formed part of his broad philosophy. In all our dealings with him we found him wise, considerate, just, and kind—qualities to make friends anywhere, but especially among those who worked with and for him. In the words of another, "Who knew him longest, loved him best, and mourn him most." We have therefore

Resolved, That our Chairman be instructed to convey to the family this assurance of our appreciation of the magnitude of their loss, and our earnest sympathy in their bereavement.

The funeral services were held at the late residence of the deceased on the afternoon of Good Friday, March 27th, the Rev. J. Y. Mitchell, pastor of the First Presbyterian church, officiating, assisted by Dr. D. J. Waller, Jr., and others. Among those present were the Lancaster School Board, the employes of the Inquirer Printing and Publishing Company, the Tucquan Club, and Post 84 G. A. R.

The remains were interred at Lancaster cemetery. The pall-bearers were Charles A. Heinitsh, S. S. Spencer, Henry Baumgardner, Geo. H. Rothermel, J. W. B. Bausman, J. P. McCaskey, Hon. Marriott Brosius, Hon. John B. Warfel, and Dr. John

S. Stahr, of Lancaster; Dr. Edward Brooks, Philadelphia; Deputy Supt. Henry Houck and Spencer C. Gilbert, of Harrisburg.

Dr. Wickersham's wife who before marriage was Miss Emerine Taylor, died in January, two years ago. She also sleeps in Lancaster cemetery, with eight of her children, who preceded her to the grave, dying in early childhood, some of them in infancy. The surviving children are Corinne, wife of Rev. Dr. James Crawford, of the Green street (Philadelphia) Reformed church; J. Harold Wickersham, superintendent and general manager of the Inquirer Printing Company, of which the deceased was president and owner of two-thirds of the stock; Dora, wife of Mr. Wm. Henderson, and Miss Lillian who made her home with her father.

For some months arrangements have been in progress, in charge of a committee of the Alumni Association of the Millersville Normal School, for a grand reunion of students who were in attendance at the school under Dr. Wickersham. This reunion was to be held at the time of the commencement exercises, July 1st and 2d, 1891, and it was designed to reach all who were students at the school prior to 1867.

The Committee of Arrangements are Misses Mary Martin, of Lancaster; Anna Lyle, of Millersville; Elizabeth Lloyd, of Newtown Square; Prof. A. R. Byerly, of Millersville; Col. J. A. M. Passmore, of Philadelphia, and Prof. H. W. Fisher, of Pittsburgh. The circular, a copy of which lies before us, and a number of copies of which had already been mailed is as follows:

"It will be twenty-five years next summer since Dr. J. P. Wickersham resigned the principalship of the State Normal School at Millersville, to become Superintendent of Public Instruction in Pennsylvania, thus entering upon that broad career of usefulness which crowned him with honor, and made the public schools of his native State equal to the best in the Union.

"At the last Alumni meeting it was decided to celebrate the anniversary of his promotion by holding a general reunion of those who were students at Millersville during Dr. Wickersham's administration. The Committee of Arrangements will do all in their power to make this occasion a golden milestone in the lives of those who are present to enjoy it.

"You are cordially invited to attend the reunion, to be held at the time of the Commencement exercises, July 1 and 2, 1891, and you are earnesly requested to send at once to Elizabeth Lloyd, Newtown Square, Delaware Co., Pa., the names and addresses of all those who were students of the school prior to 1867, of whose whereabouts you are cognizant, so that circulars may be sent to them also."

The reunion will, no doubt, be held as proposed. There will be "thoughts that breathe and words that burn," but—*in memoriam*. The man in whose high honor this noble gathering of men and women was proposed—this crown fresh as the olive chaplet of the Olympian course, its price above diamonds and gold, awarded only to him that has "run well"—to whom it would have been an occasion of untold gratification—will not be there to take his old pupils by the hand and to look into their glad and grateful eyes.

SPRING ARBOR DAY.

THE proclamation of Governor Pattison, found herewith, appoints another Arbor Day, that we may again emphasize the new Spring-time by planting one or more trees. We trust it may mean the planting of tens of thousands, not only by the general public but also by the schools everywhere.

To Governor Pattison belongs also the honor of having appointed the first Arbor Day celebrated in Pennsylvania, April 16, 1885, "to aid in the systematic encouragement of tree-planting throughout our various communities; to awaken and cultivate among the young a taste for the study of nature, and some knowledge of the necessity, profit and delight of agricultural pursuits; and to arouse public attention to the necessity of preserving and perpetuating to a proper degree the forests of the State, that we may escape the threatening peril of their wanton destruction."

Two days are named in the proclamation above, namely, April 10th and May 1st, the former being adapted for the southern and the latter for the northern part of the State. Let the schools, where they are yet in session, make arrangements for a good programme on the day chosen, which should provide for an address, short essays, recitations and music, all in the spirit of the occasion, and which should by no means omit tree-planting.

If the school grounds are by this time well planted with trees, then put in shrubbery, and vines, and flowers. Encourage the pupils to plant trees at their homes. Place the names of such as do this, either at their own homes or elsewhere, upon an Arbor Day roll of honor, to be referred to from

time to time, and commended for the good work they have begun. This will gradually put the thought of tree-planting into the school, and from the school it will spread to the community, until shade and beauty and fruit shall follow in the train of Arbor Day observance.

Secure the aid and co-operation of patrons and school officers, if that be possible. If you cannot have their help in making preparation for the planting of the trees, etc., invite them to be present to witness the exercises. When trees, shrubs and vines are to be planted about the school, the grounds should be laid off and the holes dug under competent direction by Arbor Day morning, so that all haste and uncertainty may be avoided.

Trees will grow if they have a living chance. Some of us have seen them do it. It is a great day in the life of a boy or girl when he or she comes to a realizing sense of this wonderful fact. So many people never get there! And we never know it well until we *plant them ourselves*. A tree that you planted carefully when it was not thicker than your thumb, presently has the circumference of a broomstick; soon it is as thick as your arm, then larger and larger, bearing its leaves and blossoms—fruit also, it may be—year after year. And you bless the happy chance that led you to observe Arbor Day! A little time, a little care, perhaps a little money—and your trees are growing. Habit is well-nigh omnipotent. Cultivate the habit of tree-planting. If you have not already begun this good work, begin it April 10th or May 1st, 1891.

LESSON OF EXPERIENCE.

THE following letter from ex-State Supt. Hoitt of California, who was an ardent supporter of the plan for the publication of school text-books by the State, is the testimony of intelligent experience which should be heard and heeded by intelligent men:

Dear Sir:—In reply to your late inquiry concerning the publication of school text-books by the State of California, I have had so many inquiries from your own and other States, that I have concluded to make a general statement in regard to the principal results of our experiment in State publication of text-books.

For over four years this plan has had a fair and impartial trial in our State. I came into office a believer in the project, and every aid which I could give to its successful issue has been freely rendered throughout my administration. But now, in the light of my experience, I must acknowledge that the results have not met my expectations. In the first place, the expense has been great, over $400,000 having been appropriated thus far for the compilation of the series and the manufacture of the first 50,000 copies of each book. Ten books have so far been issued, and three more are yet to come to complete a full series as required by our law.

Whatever may be the advantages claimed for State publication by believers in a paternal plan of government, the result of experiment in our State shows that it costs the State more to manufacture the books than it would cost a private publishing house, for obvious reasons. Besides this, there is, in a State series, a lack of spontaneity and competition in authorship.

When the State Board employs an author or compiler, it must accept and pay for his work whether it is suitable or not. And the supervision and compilation of the series of school books by a State Board whose membership is subject to frequent changes and who are already burdened with other duties, is attended with difficulties.

While our State Board has been zealous and done the best it could in making a State series, I regret that its efforts have not met the requirements of the schools or the expectations of our leading educators, as shown by the following resolution adopted at the Biennial Convention of California School Superintendents, held Dec. 2 and 3, 1890:

Resolved, That while certain of the state text-books, notably the "Primary Language Lessons" and the "Elementary Geography," have met the approval of the public school teachers of the state, we desire to record our severe criticism and disapproval of others of the State series, and express our judgment that their thorough revision by competent authors, so as to adapt them to the wants of the schools, is imperative, and should be entered upon at once.

In the light of our experience, after four years of trial, I am therefore compelled, with personal reluctance, to acknowledge to the comparative want of success in our California experiment in making and publishing school books.

Taking into consideration the large appropriations made, and the further constant outlays for revisions, new plates, etc., the same number of books can be purchased in the open market at wholesale prices for less than it costs the State to manufacture them.

I am therefore constrained to admit that I would not advise any other State to enter upon the publication of school books.

Very truly yours, IRA G. HOITT,
Supt. of Public Instruction.

The following letter from the pen of the present State Superintendent of Public Instruction of California, Hon. J. W. Anderson, following as it does that of ex-Supt. Hoitt, would seem to be decisive as to State publication schemes. He says:

"For the period of four years California has given her plan of State publication of text-books a very fair and impartial trial. This office has rendered to the plan every assistance that was in our power, and the

State official, the Superintendent of Public Instruction, complied cheerfully with the provisions of the law. My predecessor, the Hon. Ira G. Hoitt, began his term four years ago, with his predilections greatly in favor of the plan. He closed his term satisfied that, after his careful and faithful observation and experience, he could not advise any State to embark on the venture of State publication. The principal argument, and in my opinion the only argument of any force that can be urged in favor of this plan, is that it compels uniformity. But State uniformity may and can be secured, without the adoption of this means.

"The cost has been tremendous,—over $400,000 for an edition of 50,000 of each of the ten books published. The cost of the books, it is true, has been reduced; *i. e.*, the private book publishers have been compelled to reduce the cost of their books. But now the cost of books, as published by the State, is more than superior books could be purchased for in the open market, even without discount. The books are inferior in matter, adaptability, and execution. In short, they have little to commend them. The Superintendents of the State, at their biennial convention, held in this city on the 2d and 3d days of December, 1890, passed a strong resolution of condemnation upon all of the ten now published, except two.

"While as a State officer it is my duty to see the law fully and faithfully carried out, —the best way to make an objectionable law odious,—honesty demands that, in view of the vast appropriations required, the interest on the appropriations, the wear and tear of the plant, the inferiority of the books, and their greater cost than better books can be bought for, I should advise any State against entering upon an experiment of this nature."

OUR PUBLIC SCHOOLS.

A CIRCULAR recently published by the Census Bureau at Washington, concerning educational statistics, school attendance, etc., in the several States, credits Pennsylvania with only 1.59 per cent of increase in the enrollment of pupils in the public schools of this State for the period included from 1880 to 1890, while the percentage of increase in population is 22 per cent.

Not including the city of Philadelphia, the report of the State Superintendent of Public Instruction shows that the percentage of increase in the enrollment of pupils in the public schools from 1880 to 1890 is 10.21. Total number of pupils enrolled in 1880, outside of Philadelphia, was 770,349. In 1890 the enrollment in the public schools was 849,055, making an increase in ten years of 78,706 pupils, or 10.21 per cent., not including the city of Philadelphia, which would doubtless make a still further increase.

The apparent small increase in the number of children, as reported in the circular of the Census Bureau, grows out of the fact that in 1880 Philadelphia had a system of computing the number in the schools that showed two-fifths more than the number really in the schools. In 1887 this system of computation was changed in Philadelphia, with the result that, whereas in 1886 there appeared to be 177,853 children in the schools, in the following year, 1887, there were but 107,813, a decrease in one year of 70,040. The basis of computation now is the number of children in the schools at the close of the school year in December.

The following table, giving the whole number of pupils enrolled in the State for the last decade, the increase in attendance and annual per cent. of increase, shows a steady but substantial growth in school attendance since 1881, and places Pennsylvania in a creditable position in comparison with other States:

Years.	Number Attending.			Per Cent.
1880	770,349	Decrease	7,877	1.02
1881	762,472			
1881	762,472	Increase	14,087	1.85
1882	776,559			
1882	776,559	Increase	5,848	.75
1883	782,407			
1883	782,407	Increase	12,684	1.02
1884	795,091			
1884	795,091	Increase	11,938	1.50
1885	807,029			
1885	807,029	Increase	4,547	0.56
1886	811,576			
1886	811,576	Increase	9,235	1.13
1887	820,811			
1887	820,811	Increase	10,556	1.28
1888	831,367			
1888	831,367	Increase	9,377	1.10
1889	840,744			
1889	840,744	Increase	8,311	.98
1890	849,055			
Increase for 10 years—				
1880	770,349	Increase	78,706	10.21
1890	849,055			

The disparity between this increase of 10.21 per cent. and that in population (which is 22.5 per cent), is due in part to immigration; in part to more careful exclusion of duplicate enrollments; in part to

the general prosperity that promotes attendance in private and denominational schools; and in part to the tendency to keep children out of school to a riper age than heretofore; while, doubtless, the employment of children about mines and in factories has contributed in some degree to the result.

CONVENTION OF PENNSYLVANIA SUPERINTENDENTS.

THE Convention of Pennsylvania Superintendents, which assembled at Association Hall in Philadelphia, February 26th and 27th, following the Department of Superintendence of the National Association, was a meeting of unusual interest. Its proceedings were of a very practical character, and speak for themselves in the report which is found elsewhere in this number.

These school officers have looked carefully at their work, and thought much upon the problems which it presents. Theirs is an experimental faith. Indeed, faith and works go hand in hand all the while in the life of the efficient School Superintendent. The pressure of great personal responsibility and the demands of duty, always imperative upon the conscientious man or woman, have much to do in developing that high degree of efficiency which characterizes the great body of our Superintendents. Hence the importance of retaining in office from term to term those in whom special fitness has been developed for the work required. Some of the best men in the convention presented the subjects named in the programme. But had the sessions been prolonged for several days, there was material enough among the men who merely listened or spoke briefly upon the questions submitted for consideration, to have made each day's proceedings equally worthy of being preserved in form for permanent reference.

The report of Supt. J. M. Berkey on the County Institute, its Purpose and Management, is an exhaustive paper, which should be read with care by all who are in any way connected with these conventions. It is especially suggestive to Superintendents and Institute instructors.

That upon School Architecture, by Supt. J. S. Walton, should be read by everybody in Pennsylvania who has to do with the building of school-houses, whether Teachers, Directors, Superintendents, or Patrons. It tells precisely how the average ungraded country school house ought to be planned and erected. The School Board wishing to build can do no better than to adopt the plan and insist upon the specifications in all their details as presented by Mr. Walton. He strikes a blow with a mailed hand at the accursed outhouse accommodations of the average school, which should arrest the attention of School Directors in any moral—much more in any Christian—community, and lead to a better condition of things in the interest of common decency. This paper—and, indeed, both papers here named—might profitably be published as a special tract by the Bureau of Education at Washington, for general distribution throughout the United States.

The verbal report by Supt. Geo. J. Luckey, of Pittsburgh, on Manual Training, will attract attention in educational circles. His unqualified and sweeping testimony against certain large and expensive manual training establishments which have gained high reputation, took the convention by surprise, and will be read with equal surprise by the school authorities of those cities whose manual training policy is thus deliberately and positively condemned. Supt. Luckey is always heard with interest. His opinion was given deliberately, and with quiet emphasis that showed it to be the result of investigation and the outcome of his deliberate judgment. He gave only the conclusions at which he had arrived with regard to manual training schools, without furnishing any detailed reasons for his convictions on the subject, nor did he explain wherein the Sloöyd System, which he has arranged to introduce into the Pittsburgh schools, is preferable for its intended purpose to the manual training already in use in other cities. To inquiries on this point he simply told the convention, "Come and see." So we shall have to possess our souls in patience for a time, until the Sloöyd System of Pittsburgh is in full and successful operation. The daily press will then doubtless give us full and detailed accounts of its workings and peculiarities, and the educational merits claimed for it as transplanted from Swedish to American soil.

The subject of Local Institutes was presented forcibly by Supt. R. M. McNeal. The unanimous opinion of the convention was strongly in favor of these meetings as among the very best auxiliary agencies that can be utilized by the County Superintendent.

Dr. Geo. M. Philips urged the importance of School Savings Banks as a means of teaching the habit of economy to children,

who regard money as a good thing to be got rid of promptly in exchange for something else which they think better. The boy or girl gets a few cents, or dimes, as the case may be, and is uncomfortable until they are gone for candy, cakes, toys, etc. This disposition grows with passing years, and the lesson of thrift is never learned. Of course, all this is to be earnestly discouraged. Children should be taught through the saving of their little means the lesson of self-denial, that they may be able to do good to others, as well as to provide, though in small part, for their own future needs. They should be taught to *use* their money, and that they must save in order to give and to have of their own.

To invest a part of their savings also, to be wisely increased from time to time, affords most valuable preparation for the business of life. But if selfishness is increased by such saving instead of generous good-will, and there is developed the disposition to get and keep everything with a view to increasing a credit at the bank, the result is evil —"the last state is worse than the first."

In many a home the child never learns the value of money—has no opportunity to do so—and the school should implant right ideas in this direction. But care must be taken that selfish children—often born to a heritage of meanness, or of generations of sordid money-getters—do not have this curse intensified in the only hopeful years of their lives. The savings bank is a good thing wisely used; but it requires wise teachers to handle it in the best interest of all their pupils, for all of its results are not seen "on this side."

In fifty years, of the half-dozen people we have loved best, and who seemed best beloved by others—the choicest souls of all whom we have ever known—not one of them could keep money or knew well how to save it. If they had been trained in childhood to familiarity with a bank account, perhaps they would have learned better the lesson of worldly thrift. But would they have been so truly rich at the end, or so royally lovable on the way?

The resolutions adopted by the Convention speak distinctly the sentiments of the Superintendents of Pennsylvania, and should have their weight for and against the legislation now pending at Harrisburg.

——It was remarked by Deputy Supt. Houck during one of the sessions on Friday, February 27th, that all the Superintendents of Public Instruction yet living were then present in the hall. Dr. Wickersham heard the remark with pleasure, little thinking that ere one brief month had passed, and before the proceedings of the Convention in which he then sat should go out to the State at large, he would have passed beyond the Silent River!

MEETING AT HARRISBURG.

THE meeting of the Pennsylvania City and Borough Superintendents' Association, which will be held at Harrisburg, April 30th and May 1st, promises to be largely attended, as very few of these officers feel that they can afford to remain away, and all believe that this Association supplies a real want. The place of meeting is also happily chosen, as being both a place of interest and easy of access by railroad from all parts of the State. The Association will undoubtedly open its doors to supervising principals of schools in small towns not having a commissioned superintendent, whose work is the same as that of a commissioned officer, so far as the law allows. The Executive Committee, consisting of Supts. Buehrle, Streeter and Phillips, has prepared the following programme of the meeting to be held on the dates named:

Thursday, April 30—10 A. M.

Opening Exercises.

Address by State Supt. D. J. Waller, Jr.

President's Address—Supt. W. W. Cottingham, Easton.

The County Institute and the City Teachers and Superintendents—Supt. H. V. Hotchkiss, Meadville.

General Discussion—Supts. Harman of Hazleton, Reed of Beaver Falls, Gotwals of Norristown, and others.

Afternoon Session—2 P. M.

The Annual Report to the Department—Supt. G. J. Luckey, Pittsburgh.

Discusion—Supts. Landis of Allentown, Wanner of York, Keith of Altoona, and others.

Evening Session—8 P. M.

Modern Devices *versus* Spelling Book, Grammar and Common Sense—Supt. B. F. Patterson, Pottsville.

Discussion—Supts. Jones of West Chester, McGinnis of Steelton, Missimer of Erie, and others.

Friday, May 1—Morning Session.

Ways and Means of Securing Qualified Teachers—Supt. S. A. Baer, Reading.

Discussion—Supts. Booz of Bristol, Morrow of Allegheny, and Johnston of Johnstown.

The Superintendent and the Promotion of Pupils—Act. Supt. A. J. Morrison, Philadelphia.

Discussion—Supts. Farquhar of Bethlehem, Hockenberry of Chambersburg, and others.

the general prosperity that promotes attendance in private and denominational schools; and in part to the tendency to keep children out of school to a riper age than heretofore; while, doubtless, the employment of children about mines and in factories has contributed in some degree to the result.

CONVENTION OF PENNSYLVANIA SUPERINTENDENTS.

THE Convention of Pennsylvania Superintendents, which assembled at Association Hall in Philadelphia, February 26th and 27th, following the Department of Superintendence of the National Association, was a meeting of unusual interest. Its proceedings were of a very practical character, and speak for themselves in the report which is found elsewhere in this number.

These school officers have looked carefully at their work, and thought much upon the problems which it presents. Theirs is an experimental faith. Indeed, faith and works go hand in hand all the while in the life of the efficient School Superintendent. The pressure of great personal responsibility and the demands of duty, always imperative upon the conscientious man or woman, have much to do in developing that high degree of efficiency which characterizes the great body of our Superintendents. Hence the importance of retaining in office from term to term those in whom special fitness has been developed for the work required. Some of the best men in the convention presented the subjects named in the programme. But had the sessions been prolonged for several days, there was material enough among the men who merely listened or spoke briefly upon the questions submitted for consideration, to have made each day's proceedings equally worthy of being preserved in form for permanent reference.

The report of Supt. J. M. Berkey on the County Institute, its Purpose and Management, is an exhaustive paper, which should be read with care by all who are in any way connected with these conventions. It is especially suggestive to Superintendents and Institute instructors.

That upon School Architecture, by Supt. J. S. Walton, should be read by everybody in Pennsylvania who has to do with the building of school-houses, whether Teachers, Directors, Superintendents, or Patrons. It tells precisely how the average ungraded country school house ought to be planned and erected. The School Board wishing to build can do no better than to adopt the plan and insist upon the specifications in all their details as presented by Mr. Walton. He strikes a blow with a mailed hand at the accursed outhouse accommodations of the average school, which should arrest the attention of School Directors in any moral—much more in any Christian—community, and lead to a better condition of things in the interest of common decency. This paper—and, indeed, both papers here named—might profitably be published as a special tract by the Bureau of Education at Washington, for general distribution throughout the United States.

The verbal report by Supt. Geo. J. Luckey, of Pittsburgh, on Manual Training, will attract attention in educational circles. His unqualified and sweeping testimony against certain large and expensive manual training establishments which have gained high reputation, took the convention by surprise, and will be read with equal surprise by the school authorities of those cities whose manual training policy is thus deliberately and positively condemned. Supt. Luckey is always heard with interest. His opinion was given deliberately, and with quiet emphasis that showed it to be the result of investigation and the outcome of his deliberate judgment. He gave only the conclusions at which he had arrived with regard to manual training schools, without furnishing any detailed reasons for his convictions on the subject, nor did he explain wherein the Sloöyd System, which he has arranged to introduce into the Pittsburgh schools, is preferable for its intended purpose to the manual training already in use in other cities. To inquiries on this point he simply told the convention, "Come and see." So we shall have to possess our souls in patience for a time, until the Sloöyd System of Pittsburgh is in full and successful operation. The daily press will then doubtless give us full and detailed accounts of its workings and peculiarities, and the educational merits claimed for it as transplanted from Swedish to American soil.

The subject of Local Institutes was presented forcibly by Supt. R. M. McNeal. The unanimous opinion of the convention was strongly in favor of these meetings as among the very best auxiliary agencies that can be utilized by the County Superintendent.

Dr. Geo. M. Philips urged the importance of School Savi[illegible] a means of teaching the [illegible] o children,

mon schools. The schools are for *them*. The text-books are for *their* use—and none but the best are good enough for American children. It is their birthright under the Constitution to have the best educational opportunities that well-organized and well-administered common schools can give. To see these opportunities and privileges lessened or impaired without protest on our part would, for us, be treason against the cause to which our life's best efforts have been devoted.

DR. EDWARD BROOKS.

SUPERINTENDENT OF PHILADELPHIA.

BOTH Philadelphia and Pennsylvania are to be congratulated upon the result of this important election, which was held on Tuesday, March 24th. Dr. Edward Brooks is a gentleman eminently qualified for the work to which he has been called by the almost unanimous voice of the Board of Education.

He goes to Philadelphia from a most active and successful experience of more than thirty years in connection with the Normal School and Institute work in the State at large. He takes into the metropolis the life and spirit of the broad educational work that has revolutionized the schools of Pennsylvania within the past quarter of a century—to which he has all the while freely contributed, and of which, indeed, he has himself been no small part. Affable and courteous, he will allay, not arouse, antagonism; a teacher of extraordinary skill, he will accomplish results, in the way of inspiring the schools, quietly and by the exercise of tact and a wise discretion; and as a scholar and thinker he will make his influence felt throughout the entire system of Philadelphia, with its thousands of teachers and its hundred thousand pupils.

The report which the Committee on Superintendence made to the Board of Education, after touching on the care taken in the examination of candidates, speaks of Dr. Brooks as follows:

After much deliberation it was finally decided to present the name of Dr. Edward Brooks, of this city. He is known throughout the United States as a successful educator, a profound mathematician and scholar, and an author. Education has been his life-work. For a long number of years he was the head of the Millersville State Normal School, near Lancaster, Pa., which, under his charge, earned and maintained a reputation of being the leading Normal School in this State. In the management of this large school his executive ability was fully tested and established years back. At a time when comparatively little attention was given to correct methods of instruction, Dr. Brooks wrote a text-book on this subject. His miscellaneous writings and the numerous original papers which he has read at National and State Conventions of teachers, show his broad scholarship and his thorough knowledge of educational subjects. He is energetic and progressive, but safely conservative. He is in the prime of life, a ready and forcible speaker, and a man of genial and pleasing manners. Believing him to be qualified for the position of Superintendent, the committee recommend his election to that office.

When informed of his election he said: "While the position has come to me entirely without aspiration and unsought, yet I fully realize the responsibilities of the high office and will give it my best attention and thought, and will aid the Board of Education all in my power to make the schools of this city equal to those of any other in this country, and will endeavor to put into them the most progressive thought of the times. I recognize and appreciate the opportunity of doing a work for the city which will contribute largely to its future educational standing. Realizing fully the splendid advancement made in education in Philadelphia during the past eight years, I trust that my administration may be equally successful in promoting its educational interests."

The *Public Ledger*, the leading newspaper of Philadelphia, contained the following editorial article on the morning after the election:

At yesterday's meeting of the Board of Education, Dr. Edward Brooks, formerly Professor of Mathematics and Principal of the Pennsylvania State Normal School, near Lancaster, was elected Superintendent of the Public School system of Philadelphia. The occasion and the event were important and well worthy of note by the public—how very important they were all will understand who remember the incongruous and incoherent condition of public school administration in our city before Superintendent MacAlister's day, and what they know it to be now.

When Dr. MacAlister resigned to take the Presidency of the Drexel Institute, the vacancy he left was a serious privation to our schools, and it was seen at once that it would be a difficult task to find a satisfying successor. It was important that the schools and their administration should be kept in the advanced position in which Dr. MacAlister, with the cordial co-operation of the Board, had placed them; and this required that earnest and diligent effort should be made to secure for the vacancy a successor up to the progress won by eight years of most valuable experience.

The standard was a high one, and it was that precise fact of endeavoring to hold the standard high up which caused whatever there has appeared to be of division or dissension among the members of the Board. It was the strong desire and zeal to do what was the very best attainable thing for the schools that caused the search for an acceptable and accomplished Superintendent to be pursued in all directions—far and near—not only among probable accessions, but into the ranks of those who were no more than possibilities.

It was that also which caused the searchers to hold on to some of their nominees long after there was not even a possibility of acquiescence on their part; and so the consideration of the subject and the election day for a successor ran along from week to week and month to month, until a new quarter day came along.

During all this time it may be said, with what is a near approach to certainty, that the prevailing spirit of the Controllers—divided in opinion as they were as to the merit and desirability of their respective nominees—was the one desire and purpose to do what in each of their individual judgments was the best thing in order to get effective, able and scholarly superintendence in the schools.

Yet those who are aware of the active canvass that has been going on in the Board for three months, or who heard, or will read, the debate that took place yesterday, might well be warranted in believing that the Controllers were split up into irreconcilable feuds, like those which grow out of ordinary personal warfare or disputes in politics. Nevertheless, we feel persuaded, as already said, that there was hardly a Controller—woman or man—but was animated by strong and earnest desire to give to our school system the best Superintendent known to be within reach, without further prolongation of the three months' delay.

We believe they have got in Dr. Brooks a Superintendent worthy of the schools—who will demonstrate to the Board the wisdom and the value of their choice; and we may point, for the proof of the fact we have been trying to illustrate. to the singleness of purpose in the minds of the members for the best interests of the schools—the promptness with which, after one vote, an earnest contention cooled down, changing a somewhat divided Board into one which gave a practically unanimous vote.

It is not always true that "all's well that ends well," but that this canvass and election which places Dr. Brooks in the superintendency of our public schools has ended well we have no kind of doubt.

OFFICIAL DEPARTMENT.

ARBOR DAY CIRCULAR.

DEPARTMENT OF PUBLIC INSTRUCTION,
HARRISBURG, March 31, 1891.

HIS Excellency Governor Pattison, in accordance with an Act of the Legislature, has designated Friday, April 10th, or Friday, May 1st, A. D. 1891, as may best suit the condition of vegetation, to be observed as Arbor Day. The spirit of this day is of such educational value that every true teacher will willingly endeavor to arouse it in the hearts of his pupils. If it be true that "The man who hath no music in himself, nor is not moved by concord of sweet sounds, is fit for treasons, stratagems and spoils," what shall be said of him who has not had his sympathies with vegetable life quickened by intelligent direction of his thoughts and efforts? The vines, shrubs and trees that grow under our fostering care become our treasures, and draw out our affections. Where our treasure is there will our heart be also. The mystery of life then begins to enchant us. The sooner children are brought in touch with it, the better will the savage tendencies in human nature be suppressed. Every teacher alive to the work of forming character hails Arbor Day as his ally.

Tree-planting is the first and greatest feature of the day, and should receive attention wherever opportunity for planting can be found. The selection of a given tree should be accompanied with reasons arising from its characteristics and habits. The preparation for planting should be so made as to show tenderness even to vegetable life, by preserving to the tree plenty of fibrous roots, by affording plenty of room for them, by giving to them fine and fertile soil. The act of planting, after all the preliminaries have been attended to, is not beneath the teacher's notice, as an object lesson. The care of vines, shrubs and trees, previously planted, and the grading, sodding and fencing of the grounds in which they stand, come within the spirit of the day, and are worthy of the combined efforts of the whole school. Lessons upon grafting are also in order.

The literary exercises may be employed to direct attention to methods of village improvement. Village Improvement Societies were originated by Hon. B. G. Northrop, formerly Superintendent of Public Instruction in Connecticut, and are forcibly discussed by him in a pamphlet to be obtained from the N. Y. *Tribune*. They are found in many most progressive communities throughout the United States, and have imparted new life and value, by bringing beauty to villages.

D. J. WALLER, JR.,
Supt. Public Instruction.

SUPERINTENDENT COMMISSIONED.

MR. L. S. SHIMMELL was elected to the office of Superintendent of the schools of Huntingdon Borough, and has been commissioned Borough Superintendent, to date from March 16, 1891.

ITEMS FROM REPORTS.

ADAMS—Supt. Thoman: The parochial schools of Mt. Rock having been closed, the pupils—about 150—were admitted into the public schools of Mt. Pleasant township, which heretofore were very small. It is believed that the parochial schools of McSherrystown will also be closed in a very short time. In a number of districts, teachers' meetings are being held for the purpose of interchanging views and formulating plans for better work. I have noticed excellent results from these meetings.

ALLEGHENY—Supt. Hamilton: Very successful institutes were held in Braddock borough and township, Scott township and in Knoxville. The latter was a joint meeting for the teachers and directors in a number of adjoining districts. At this meeting an evening session was held in the M. E. Church. We had the assistance of Supt. Luckey, of Pittsburgh. These meetings were all well attended. A better educational sentiment prevails in our county than ever before. A large Joint Institute was also held in Chartiers borough.

ARMSTRONG—Supt. Bowser: In Parks township a copy of the International Dictionary has been placed in each school. In Kiskiminetas slate blackboards have been placed in one old house and in the two new ones built this year. It is hoped that every district in the county will follow the example of these two progressive townships, and, instead of letting every traveling book-monger that comes along talk them into some cheaply gotten up chart at a highly exorbitant price, will furnish their houses with these two very necessary articles of apparatus.

BEAVER—Supt. Hillman: An interesting Local Institute was held at Scott School House in Raccoon township. There were present twenty teachers, several directors, and from sixty to seventy-five of the citizens of the township. Local Institutes were held in Greene, Pulaski, Economy and North Sewickley townships. Considering the bad weather and bad roads, the attendance of teachers and patrons was very good. These meetings are having a good effect in arousing an interest in school affairs.

BEDFORD—Supt. Potts: As the term advances the interest seems to increase. Local Institutes are being better attended; at Imler Cross Roads the church, in which the meeting was held, was full, and great interest manifested; at Riddlesburg, nineteen teachers were present, only two from Broad Top being absent, and Liberty, Hopewell, Coledale and South Woodbury were also represented. Two new houses have been built in Juniata, and one in Monroe. These are supplied with good furniture, the one in Monroe with slate blackboard. The influence of the Institute is perceptibly felt.

BERKS—Supt, Zechman: Five Local Institutes were held in January: Lenhartsville, Lyons, Pleasantville, Amityville, and Churchville. These meetings were very well attended; at Lyons, 72 teachers, 23 directors, and about 300 citizens; at Pleasantville, 32 teachers, 16 directors, and about 200 citizens. Two Local Institutes were held at Morgantown and Womelsdorf. About sixty per cent. of the teachers are collecting money in various ways to start school libraries.

BLAIR—Supt. Wertz: The schools, with but few exceptions, are doing good work. At Tyrone they are meeting with a measure of success unprecedented in their history. The prosperity of the schools of Hollidaysburg and other districts is also worthy of notice. The Cross Roads school, Tyrone township, and some of the schools of Tyrone borough, have had no pupils absent during the term. The teachers of Logan township, Roaring Spring borough, and Taylor township have organized Local Institutes. It has been our pleasure to attend some of the meetings held in Logan township, and the interest manifested by teachers and visitors was gratifying. The principals and teachers of the High Schools of the county have formed an organization to arrange a uniform course of study for graded schools.

BUCKS—Supt. Slotter: A Local Institute was held at Dolington, Upper Makefield township. The W. C. T. U. Hall was filled to overflowing at all the sessions. The teachers, directors, pupils and patrons did their several parts well, and greatly aided the Superintendent in making the meeting a success. Directors and friends from the neighboring districts of Lower Makefield and the Newtowns gave valuable help. The instructors, Prof. Frank Green, of the West Chester Normal School, and Hon. Henry Houck, of the State Department, did good work. Their evening lectures were especially pleasing and profitable. An interesting meeting of the teachers and directors of East Rockhill was held in one of the school-houses of the district. Facts gleaned by the Superintendent in his visits to the schools, the classification and the work done, were compared and discussed. A class drill in arithmetic called forth many valuable hints for teaching the subject, and much praise for both teacher and pupils. The schools of Doylestown borough and two in Doylestown township have started school savings banks, the first in our county.

BUTLER—Supt. McCullough: Local Institutes were held at Harrisonville, Zelienople, Fairview, Portersville and West Sunbury. A good attendance was had at each place. The teachers and citizens united in their efforts to make the meetings pleasant and profitable.

CAMBRIA—Supt. Leech: Good Local Institutes were held at Morrellville, Scalp Level, Wilmore, Reade, South Fork, Walnut Grove, Chest Springs and elsewhere. Some of our schools have been furnished with slate blackboards. Gallitzin borough is preparing to build a $20,000 school building.

CARBON—One of the largest and most interesting Local Institutes ever held in the county was held at Mauch Chunk, February 5th and 6th. One hundred teachers from the county were enrolled, and several teachers from other places attended. Prof. L. Irving Handy, of Newark, lectured on Friday evening on "Patrick Henry: the Orator and Statesman." Principals Wm. McLaughlin, of Summit Hill; H. G. Kidd, of Packerton; H. A. Gerber, of

Rockport, and D. G. Watkins, of Nesquehoning, presented subjects before the Institute. Miss Emma Dana, of Mauch Chunk, gave an excellent class-drill on the Phonic Method of Teaching and Reading, and Miss Evelyn C. Dechant, of East Mauch Chunk, gave an interesting and instructive class-drill on "Number and Form." A number of the topics presented were discussed by different members. On Saturday, notwithstanding the bad weather, the attendance was very large.

CAMERON—Supt. Herrick: A Local Institute was held at Cameron Jan. 16, 17. Supt. Brungard, of Clinton county, lectured Friday evening. Saturday's sessions consisted of talks on Methods, School Government, etc.

CENTRE—Supt. Etters: Washington's birthday was very appropriately celebrated by Miss Grace Moore's school, in College township. The room was nicely trimmed with evergreens, flags, and bunting. A pleasing feature was the presence of a large number of patrons and friends of the school. The boys and girls acquitted themselves in a way that must have been gratifying to parents and teachers.

CHESTER—Supt. Walton: Local Institutes have been held this month at Kemblesville and Parker Ford. Evening educational meetings were held at Cedarville and New London. Libraries and Reading Tables have been started in Franklin and East Coventry townships—the result of the Local Institutes held in these districts. The dime saving bank system has been started in Union School, Lower Oxford township—another instance of several rural schools that are availing themselves of this very beneficial work. A new two-room school-house has been erected at Parker Ford; heat, light, and ventilation have been carefully provided for. In Penn township, Sunny Side district, one pupil has not missed a day at school for more than six years. The annex to the Kennett Square school building shows the wisdom of those who planned it. Its ready adaptation to the future needs of the school; its basement, suitable for manual training purposes; its abundance of light and comfort—are all indicative of good planning. Two very successful Local Institutes have been held, one at Malvern, and one at Atglen. Public interest in free schools is still improving. The semi-annual convention of the School Directors' Association was an interesting and instructive meeting. The subjects of School Hygiene, Closer Supervision, Manual Training, State Publication of Text-Books, claimed the active attention of all present.

CLEARFIELD—Supt. Youngman: Three Local Institutes were held this month: one at New Washington, one at Wallaceton, and one at Ansonville. They were well attended by teachers, directors, and patrons. The subject of grading country schools was discussed earnestly and intelligently at the meeting at Wallaceton. Local Institutes have also been held at Du Bois, Pennville, and Houtzdale, which were well attended by teachers, directors, and citizens. Dr. M. G. Whittier, Secretary of the Houtzdale Board, took the teachers of the borough on a tour of inspection, through the schools of Altoona. The Doctor is a strong school-man, and is doing good work.

CLINTON—Supt. Brungard: Successful Local Institutes were held at North Bend, Booneville, Mackeyville, and an educational meeting in Crawford. The better class of teachers are always heartily in sympathy with the Superintendent in creating and developing a better sentiment in behalf of our schools. Prof. D. I. McNaul, the successful principal of the Mackeyville schools, has resigned his position to accept the office of deputy sheriff. Miss Jennie Glossner succeeds him.

COLUMBIA—Supt. Johnston: Two successful Local Institutes were held during the month: one at Millville, for the districts of Pine, Greenwood, Mt. Pleasant, and Madison. Notwithstanding the unfavorable weather, the attendance was good. Prof. Welsh and Prof. Albert, of the Bloomsburg Normal School, and Prof. Russell, of the Greenwood Seminary, gave interesting and practical instruction. A similar meeting was held at Benton, for the districts of Benton, Jackson, and Sugar Loaf; it was largely attended by parents, pupils, directors, and teachers. More than twenty teachers were present, many taking part in the discussion. Prof. Albert, Prof. Harkins, principal of the Bloom High School, Dr. McHenry, and Dr. Edwards, of Benton, gave valuable talks. Successful Local Institutes have also been held at Orangeville and Numidia; that at Orangeville for the districts of Orange, Fishing Creek, Centre, and Scott, which was well attended by teachers, directors, and citizens. Instruction was given by Dr. Davis, Rev. Mr. Houtz, Prof. Welsh, and Prof. Harkins. Friday evening Prof. Welsh, of the Bloomsburg Normal School, delivered an excellent lecture on the "Age of Inventions." That at Numidia was for the districts of Locust, Franklin, and Roaring Creek. Although the weather was unfavorable, this meeting was also well attended and much interest manifested by all. Instruction was given by Profs. Noetling and Albert, Director C. Small, and others.

CRAWFORD — Supt. Wright: Our annual County Institute had a most gratifying and successful meeting. Our teachers are unanimous in commending the entire corps of instructors and the general management of the Institute. Ninety per cent. of the teachers of the county were present, and most of them remained the entire week. The schools are to be congratulated upon the fact that the greatest harmony and good feeling prevails among the leaders in the educational field of this county. We had two Local Institutes this month—one at Blooming Valley and one at Cochranton. These meetings were well attended, and showed the teachers of those sections to be in the right spirit relative to the profession. I also attended the meeting of the "Round Table" at Greenville. It was an enthusiastic session. These meetings are productive of good in bringing together educational men from different sections, and enabling them to discuss subjects of interest with freedom.

CUMBERLAND—Supt. Beitzel: Four educational meetings were held during the month:

two in Penn, one in Independent, and one in Southampton. The greatest possible interest was manifested in the meetings by patrons and citizens. Fully 800 people were met at these four meetings. Principal Eckels and Prof. Hughes, of the Cumberland Valley Normal School, made addresses at the Sidetown meeting. The County Superintendent was present and made addresses at all of these meetings. Educational meetings have also been held at Good Hope, Shepherdstown, and Leesburg. Fully five hundred people were present at these meetings. Educational topics were discussed and addresses made, all of which were listened to with marked interest.

DELAWARE—Supt. Smith: I am now making my second round of visits to the schools. With one exception, they are all in good working order, and the teachers are striving earnestly to advance the educational interests of the county. Delaware County's first Local Institute was held in South Chester, Jan. 30, 31. Recitations, class exercises, discussions and instruction, constituted the day programme. The meetings were very well attended: between six and seven hundred were present in the afternoon, and many went away unable to gain admission. Two-thirds of the districts in the county were represented by their teachers. The evening exercises were not so well attended, and consequently the expenses of the Institute exceeded the income. The semi-annual meeting of the County Directors' Association was held at Media. The first question discussed was, "Should the Legislature pass a bill authorizing the State to adopt and manufacture a uniform series of text-books for use in the public schools?" The sentiment of the convention was embodied in the following resolution, which was unanimously adopted: "That we request our Senator and Representatives to use all honorable means to defeat the bill looking towards the adoption and furnishing of a uniform series of text-books by the State." A special feature of the discussion was a paper read by Grace Anna Lewis, who, at her own request, was granted permission to present her views. She first called attention to the physiologies recommended by the W. C. T. U., and argued against the bill in view of the possible harm it might bring to the good work done by the W. C. T. U. in behalf of temperance instruction. The next question discussed was, "*Resolved*, That we approve of the act authorizing closer supervision of the schools." The motion to adopt the same was carried. The question of allowing school directors pay for attendance at Directors' Association meetings was next taken up. The discussion resulted in the unanimous adoption of a motion that directors should not be paid for such service. Upon the question—"Should the Legislature enact a law requiring School Boards to furnish their schools with text-books free of charge," the action taken was "that the Association approve the measure before the Legislature." The meeting was a very interesting one and represented half the districts in the county.

ELK—Supt. Swift: The past month has been one of prosperity in school work. With few exceptions the schools have been doing good work. One of the most serious draw-backs, viz., the divided term, is about disposed of in Elk county; only one or two townships still adhere to the short-term system. It is to be hoped that the present Legislature will dispose of another serious obstacle in the way of educational progress, viz., the text-book question. Could the law which at present allows our school officers to purchase text-books for the use of the children of the district, be made imperative, I think we would have all the legislation on the question needed at present. My observation and experience lead to the conviction that it would be a source of great injury to the cause of education in the Commonwealth, if the State were to interfere in the present method of producing text-books. Competition is the key-note to progress and perfection.

ERIE—Supt. Miller: Directors of the county appreciate more and more the value of apparatus. A large number of schools are now supplied with Ivison, Blakeman & Co.'s Complete School Chart. Amity township put the chart and Webster's Unabridged Dictionary into its schools; Venango, Webster's International Dictionary; Greene, a fine globe; and other districts are moving in the same direction. Several Local Institutes were held during the month, all of them spirited and full of interest and benefit to teachers and well attended. School libraries are being instituted in some of the districts. One of the many good things accomplished by our county Institute was the adoption of a course of study for the schools of the county. It may not be adapted to all the present conditions, but it will form a basis for beginning the work of grading the schools of the county.

FOREST—Supt. Kerr: A Local Institute was held at Clarington, in Barnett township. It was well attended by teachers and citizens. The discussions were spirited and interesting.

FRANKLIN—Supt. Slyder: The new school building in Waynesboro was dedicated on New Year's day. The weather was very unfavorable, but the programme was carried out to the letter. A procession was formed composed of the Knights of the Golden Eagle, A. T. H. & L. Co. Band, the Drum Corps, the G. A. R. Post, followed by cabs with speakers, school children and Board of Directors, all preceded by the excellent band of Waynesboro. As the procession neared the building the national flag was run up amid the cheers of the populace, the music of the bands and a military salute. The keys were turned over to the President of the Board, J. H. Gehr, by Dr. Geo. Shively, both of whom made speeches. The programme proper embraced music by the school children and band, addresses by Hon. C. A. Little, Profs. G. H. Albert, J. L. McCaskey, G. M. D. Eckels, A. J. Harbaugh, and ex-Supt. H. A. Disert. The building is of the Romanesque style of architecture; has eight rooms well lighted and well furnished, heated by furnaces and well ventilated. It is an imposing structure and a credit to the town. A Local

Institute was held at Mercersburg, Jan. 30, 31. A very successful Local Institute was also held at Greencastle. Prof. J. L. Hain, Principal of the Greencastle schools, is to be congratulated on the success of the meeting. He is one of our progressive teachers, and is always ready to do what he can to advance the cause of education. Some of the patrons, in one of the districts of Antrim, concluded that it was not necessary for their children to study "Physiology and Hygiene." The Directors explained to them that instruction in said branch must be given to all the pupils. But the patrons remained of the same opinion still, whereupon the directors very promptly debarred them from the enjoyment of school privileges until they should be willing to conform to the school law.

FULTON—Supt. Peck: No single thing works greater detriment to our schools than the lack of apparatus. Directors seem slow to learn that it is false economy to save money by neglecting to put into the hands of the teacher the means necessary to the accomplishing of his work. The custom of "boarding 'round" no longer exists with us, and we are not troubled with the double term; but our lady teacher is expected to choose between freezing in school and mounting a forty-foot white oak log, dragged to her scanty wood-pile by the man who furnishes the fuel, and with a double-bit axe reducing it to the proper size for her stove. If she is one of those dainty little people who object to such exercise, she may go down into her pocket and divide her meager salary with some one who is willing to share her labor.

GREENE—Supt. Iams: Five Local Institutes were held during the month. At Greensboro' we had an earnest and profitable meeting; fourteen of our own teachers were present, and Prof. McGinnis and three others from Fayette county, who aided us materially in the work; also Hon. Jacob Province, the Jr. O. A. M. to the number of about one hundred in a body, the Greensboro' band, and directors, citizens, and professional men of the town. Similar interest was manifested at the other meetings, Gilmore, Girard's Fort, and Mt. Morris. Aleppo township will doubtless have seven months school the coming year; eight of its school-rooms have been reseated. Dunkard township has erected a new house at Davistown. I have advised Washington township to put all its houses except one, which is new, in repair, and give them a general brightening up. Our Local Institutes have been largely attended.

HUNTINGDON—Supt. Rudy: With a very few exceptions I find our schools in a prosperous condition. Three very interesting and profitable Institutes were held during the month, at Orbisonia, Shirleysburg, and Sherman. On the Friday evening preceding Institutes at the first two places, educational meetings were held. These were largely attended by citizens and much interest manifested. A Farmers' Institute was held at Marklesburg; among other things educational topics were discussed.

INDIANA—Supt. Hammers: The Rock Run school house in Montgomery township was partially destroyed by fire; cause unknown. A Joint Institute of the teachers of Indiana, Cambria, and Clearfield counties will be held at Cherrytree some time in February. Prof. Lewis Strayer has resigned as principal of the West Indiana schools; his successor is Prof. J. H. Young, who has long enjoyed an enviable reputation as an educator, and is well known throughout the State as a popular Institute instructor. According to present indications, our county will boast fifteen select schools the coming summer. These, with our State Normal School, will certainly offer educational facilities sufficient to meet all demands A number of Local Institutes have been held, which were well attended.

JUNIATA—Supt. Carney: Two Local Institutes have been held, one a joint meeting of teachers of Juniata and Snyder counties, at Richfield, which was well attended and characterized by great interest; the other at Thompsontown, which was also well attended, and all the subjects discussed were ably treated by the teachers, directors, and citizens who participated. I deem the Local Institute one of the best means of securing efficient work and successful methods of imparting instruction. The prospects are favorable for the maintenance of several good schools for the special benefit of teachers in the county. The Local Institutes have also been held at McAlisterville and East Salem.

LACKAWANNA—Supt. Davis: A Local Institute was held at Churchville. Eighteen teachers were present. Most of the time was given to a thorough review of the County Institute work. The following teachers addressed the Institute: G. A. Gay, Alice Fuller, Nora Finch, C. B. Simrell, John H. Wood, Jennie Dean and Polly Relph. Supt. Fowler, of Dunmore, and Prof. Sanford, of Kingston, were present and addressed the institute. The pupils of Clark's Green graded school have begun a series of lectures for the purpose of increasing their library. The first lecture was given last month by Prof. F. M. Davenport, of Wyoming Seminary. The attendance was good, and the lecture was a success in every way.

LANCASTER—Supt. Brecht: The schools of Conoy, Warwick, Manor and Manheim townships were inspected in January. The ratio of attendance in these districts is high, and four-fifths of the teachers are doing excellent work. Considerable attention is given to language-training. In all the branches taught an effort is made to employ "sense-forms" as stepping stones to the thought. Every year the Beautiful is becoming more prominent in our school life. In some instances rooms are decorated very handsomely. Enough encouragement has been given by our people in this direction to call into play every shade and variety of taste on the part of the teacher; and in not a few cases the result is a school-room made attractive by suggestive pictures, helpful mottoes, finely executed work by the pupils, blooming flowers and creeping vines. It is needless to say, where the walls and windows are "wreathed in smiles," there everything else that ministers to the comfort and health of the child is jealously

guarded and rightly directed. Conestoga township has been adding new features to its school machinery. In several of the schools large kindergarten tables have been placed, and in one a slate blackboard—the first in the district. The earnest educational spirit prevailing in this district will insure the general adoption of slate blackboards in the near future. Mt. Hope school, in Pequea township, taught by Mr. H. Eshleman, has, among other appliances, a globe three feet in diameter, a full set of hydrographic maps, a large tellurian, an air-pump, and an electrical machine. These are the property of Mr. Eshleman, and have been constructed under his supervision.

LAWRENCE—Supt. Watson: I find our schools making good progress. Six Local Institutes were held at Harlansburg, at Plain Grove, at Princeton, at Edenburg, at Fayetteville, at New Bedford, at Hillsville, and at Volant. I was present at all except the last. The attendance and interest were excellent. The School Board of Slippery Rock township has built a new house for the Hague district; it is furnished with desks of an improved pattern. I am sorry to announce the death of Miss Mary Henley, teacher of the Quakertown school; she died Jan. 26th, from overwork. She was one of our brightest and best young teachers. The School Board of Mahoning township has adopted the Ivison and Blakeman Charts, and placed them in twelve schools, at a cost of $180. I have visited forty-nine schools the second time this term, and have been much pleased with the progress made. Some of them, however, do not come up to the standard of progress desired.

LEBANON — Supt. Snoke: Local Institutes were held as follows: Avon, Newmanstown, Fredericksburg, Myerstown, and Schaefferstown. I was present at all of them. The interest manifested by directors, patrons, and teachers, was quite beyond expectation. With few exceptions the schools visited during the month were found in an excellent condition. The Directors' Association convened in the Court House, February 21. Notwithstanding the inclemency of the weather, the majority of the districts were well represented. The Association unanimously resolved that State publication of school-books would prove detrimental to our public school system. Millcreek and South Annville have held very successful Institutes.

LEHIGH—Supt. Knauss: Two Local Institutes were held, one at Coopersburg, jointly with teachers from Bucks and Northampton counties, the other at Whitehall Station. Both were well attended and proved successful. This closes our regular series of eight Local Institutes for this year. A Joint Institute is to be held at Bethlehem, Northampton county, in the exercises of which many of our teachers will join.

LUZERNE—Supt. Harrison: Nearly all the townships have adopted a series of books, but not all have seen to it that the adopted series is used. As a result, some of the schools have quite a variety of text-books. To adopt a series of books and then permit the use of any book the pupil may prefer, adds to what is already too great a variety. Some pupils are not provided with books, due either to carelessness or to inability to pay for them. We hope to see this condition of affairs remedied by the adoption of the free text-book system. Jackson township has furnished each of its schools with physiological charts. Dallas township has improved its houses by lining them with Georgia pine. Fairmount replaced the old house at Mossville with a new one, a model of neatness and convenience. Huntington erected one new building to take the place of the two destroyed by the tornado of last August. A very interesting Local Institute was held at Nescopeck. Superior work is being done in Hollenback township. For the past few years the people of Hollenback have been looking carefully after their schools. They have elected progressive men as School Directors—men who believe in paying good salaries and demanding good work—and they are getting it. Their school-houses are all in excellent condition—not a poor house in the township. The furniture is good and each school is supplied with slate blackboards. Conyngham and Hollenback have furnished each school with Webster's Unabridged Dictionary and a set of physiological charts. A Local Institute was held at Hobbie, embracing all the districts visited this month except Huntington. We had a full house both Friday evening and Saturday. It was a grand success.

LYCOMING—Supt. Lose: We have divided the county into districts and arranged for a series of fourteen District Institutes. A printed programme with blanks is forwarded to each district Superintendent, who informs each teacher of the district what his or her part is. The programme consists of class-drills, talks on methods of teaching, papers on educational subjects, instruction by prominent teachers on certain of the common school studies, discussions of live questions affecting the schools, addresses by noted speakers, and music. The display of work of the different schools is always a leading feature. Six of these Institutes have already been held. The following is the form of report from each school, which is expected to be made monthly to the Teachers' Exchange:

1. Number of pupils enrolled, Males . . . Females . . . Total . . .
2. Average attendance, Males . . . Females . . . Total . . .
3. Percentage attendance, Males . . . Females . . . Total . . .
4. Number attending every day, Males . . . Females . . . Total . . .
5. Number of visits by directors, . . .
6. Number of visits by patrons, . . .
7. Do you have any literary societies? Any other educational meetings?
8. What special school exercises, such as "reviews," speeches, etc., did you have during the month?
9. Do you teach 1. Letter writing, 2. Use of diacritical marks, 3. Composition?
10. Do you teach drawing? Map drawing?
11. Do you teach vocal music?
12. Do you teach singing?

13. Number of cases of corporal punishment?

14. Number of pupils, physically able, not taking up all branches?

15. State any peculiar or difficult cases of government that may have come up during the term.

16. State any hindrances to the progress of the school.

17. Ask any questions concerning methods or management that you may wish to have answered.

18. Number of pupils in your sub-district between the age of 6 and 16 that did not attend during the term.

19. Number of classes on your daily program.

20. Did you have any pupils that ought not to have been in school?

21. State the condition of school house and grounds.

Answer the above questions and forward to . . . . . , District Sup't.

Address, ...

Explanations.—Paste this circular in your report book. A general report of the county will be made at the Teacher's Exchange, which meets in the Superintendent's office the last Saturday of every month. Send in a report of your last *full* month on Monday preceding the meeting of each Exchange. Write your answers on another sheet of paper, and be sure to number the answers the same as the questions are numbered. Do not write on both sides of the paper. The last three questions need be answered only in the report for the last month of the term.

The annnal meeting of the County Teachers' Association was held at Montoursville, February 28. The following questions were discussed: Free Text-Books; Shall the State publish the Text-Books? Where do we need our Better Teachers—in the Graded or the Ungraded Schools? A State Appropriation to establish School Libraries; School Saving Banks; and an Increase in State Appropriation as affecting Teachers' Salaries. Each question was opened with a carefully prepared paper, which was discussed by a number of teachers previously appointed for the purpose. In the evening there were two educational addresses, in addition to the discussion and the reports of committees. The five Local Institutes held during the month were more than ordinarily profitable meetings.

MERCER—Supt. Hess: Fifteen Local Institutes were held in January and February. They were generally well attended by teachers and directors. Some much-needed public sentiment was created. Grove City College, the educational pride of Mercer county, has been honored by the War Department of the United States, by the establishment of a department of Military Science and Tactics. Godfrey H. McDonald, 2d Lieut. First Cavalry, has been detailed as professor, with instructions to report at once. But three other colleges in the State have been similarly recognized. A meeting of the "Round Table," lasting two days, was held at Greenville. Final examinations for graduation from the county schools are being held at convenient points throughout the county, in which great interest is manifested by parents, teachers, directors and pupils.

MONROE—Supt. Paul: The directors of Middle Smithfield have erected, at Yetter's, a substantial school building, and have furnished the same with the best improved furniture. Our schools are, as a whole, doing good work. From year to year we can plainly see a gradual but certain advancement in every particular. This we attribute to the fact that more enterprising directors are being elected and more live teachers employed.

MONTGOMERY—Supt. Hoffecker: Local Institutes were held at Greenville, at Sumneytown, and at Salfordville. The attendance, interest, and enthusiasm at all these meetings showed that the teachers and people are more in earnest than ever in the matter of securing good schools. Prof. G. B. Hancher, of the Keystone Normal School, and Prof. A. T. Smith, of West Chester, were present at East Greenville and rendered valuable aid. At Sumneytown, Hon. Henry Houck and Prof. A. T. Smith were present. The people were highly pleased. At Salfordville, Prof. A. R. Horne and Prof. A. T. Smith were the principal instructors. The hall during Saturday and Saturday night was crowded with an enthusiastic people. At the Local Institutes held at Kulpsville the attendance was unusually large. Many were unable during the day to find standing-room. The class-drills, discussions and music were spirited and instructive. Hon. Henry Houck and Dr. Geo. M. Philips lectured to crowded houses. The attendance at the King-of-Prussia meeting was not so large, the weather being very unfavorable. Much interest was manifested and excellent class-drills were conducted by the teachers. It is plainly evident that Local Institutes are creating a strong and permanent educational sentiment. They reach and instruct the masses who are unable to attend the annual County Institute.

NORTHAMPTON—Supt. Hoch: Four very successful Local Institutes were held during the month. Our teachers, directors, and citizens in general, take a great interest in these meetings. The directors of Moore district have furnished four school-rooms with new patent furniture.

NORTHUMBERLAND—Supt. Bloom: The new school building at Milton is nearly ready for occupancy. It contains four rooms and a vestibule. Each room has 120 square feet window space, a cloak room and ample blackboard surface. The plastering is sand-float finish, wood work hard-oil. The basement is arranged for a play-room during inclement weather, and also contains dry-air closets. All the rooms are heated and ventilated by the Smead system. The coping and trimmings of the entire building are of Ohio sandstone. It is surmounted by a handsome bell tower. The building is complete in every department, and reflects great credit upon the directors, the Principal of the schools, and all others who were actively interested in its erection. The Sodom school-house, in Chillisquaque township, was recently rebuilt, making it very convenient, comfortable and attractive. The Mt. Carmel Boro' School

Board has recently added the following books to the public school library: International Cyclopedia, 15 vols.; Haydn's Dictionary of Dates; Anthon's Classical Dictionary; North Americans of Antiquity; Creeds of Christendom (Schaff), 3 vols.; Harper's Cyclopedia of American and British Poetry; Webster's Dictionary; Garlanda's Philosophy of Words and Fortunes of Words, 2 vols.; Froebel's Education of Man (Jarvis); De Graff and Smith's Development Lessons; also Kennedy's Dissected Geometric Blocks (2 sets), and about $200 worth of philosophical apparatus. The Smead System of heating and ventilating was recently put into the school building of Northumberland Boro', making the ninth building in the County thus supplied.

PERRY—Supt. Aumiller: An elegant brick school house was erected near Cool Station in Penn township. The building has a slate roof, a vestibule, and is provided with patent desks. At Baskinsville, a building formerly used for other purposes was purchased and fitted up for school purposes. It also contains patent desks and is commodious in its arrangements. Local Institutes were held during this month at Millerstown, Liverpool, Newport, Duncannon, and Ickesburg. Bad weather interfered with attendance at two of them; but in every other respect they were all highly successful in point of interest and practical work.

SCHUYLKILL—Supt. Weiss: Our County Institute was the largest ever held in the county; 650 of our teachers attended—all but three. Our day instructors were Profs. E. L. Kemp, Geo. B. Houder, L. I. Handy, W. S. Goodnough, the County Superintendent, and some of our own teachers. We expect the schools to profit greatly from the instruction given.

SNYDER—Supt. Hermann: The schools are moving steadily on. A number of school-rooms were renovated, papered, and otherwise improved during the holidays. The Local Institutes are generally well attended, and much good is accomplished. Snow-drifts and measles reduced the attendance in some districts.

SULLIVAN—Supt. Black: Our County Institute was considered by all who were present as the most successful ever held in the county. All the teachers were present except ten, whose absence was caused by impassable roads. Two Local Institutes were held during the month, at Dushore and Sonestown. The meeting were well attended and very interesting. Many of our teachers are taking more interest in Institute work than heretofore.

TIOGA—Supt. Raesly: The directors of Elk, with commendable zeal, have placed a handsome book-case in every school house in the township, and with the aid of parents, teachers, and pupils, the nucleus of a good library has been established in every school. Morris has erected two new houses, and has furnished them with patent single seats and desks. The township now has eleven schools. During the latter part of the month a Local Institute was held at Little Marsh, in Chatham township. An unusually interesting meeting of the County Teachers' Association was held at Tioga. Among the subjects considered were: Discipline, Examinations, Courses of Study, and Common Sense in the School-Room. The County Superintendent was authorized to appoint a committee of five teachers to act in conjunction with him in the preparation of a uniform course of study for the graded schools of the county. The next regular meeting will be held at Wellsboro' in May.

UNION—Supt. Johnson: During the month I visited the schools of Gregg, White Deer, East Buffalo, Kelly, and Mifflinburg. The directors accompanied me in these visits. The schools were carefully inspected, and such observations and suggestions were made as were thought best for the schools. Two Local Institutes were held, in New Columbia and in Kelly township. All their schools were represented. We had large audiences in both places, and much interest was awakened. Evening entertainments were held by the schools of New Berlin and Reed's School in Buffalo township, the proceeds of which will be used in furnishing apparatus and adding to the library. These entertainments, if properly conducted, not only afford pleasure to the people, but are remunerative as well. Here is a hint for others to go and do likewise.

VENANGO—Supt. Lord: Our Local Institute at Clintonville was a decided success, notwithstanding the inclemency of the weather. There were twenty-seven teachers enrolled and nearly all the teachers in the vicinity were present. The programme was an interesting one, and the citizens of Clintonville and vicinity turned out in goodly numbers, and took an active part in the exercises.

WARREN—Supt. Putnam: The first Local Institute of the season was held at Grand Valley. Quite a company of teachers were in attendance and unusual interest was manifested. Prof. McGowan, of the Warren schools, gave a very interesting lecture on the Phonograph. He had one of the improved instruments and gave a practical illustration of its workings. The directors of Eldredge township have placed slate blackboards in seven of their buildings. Corydon has done the same for its building in the village, and provided the schools with complete charts. Prof. McGowan, of the Warren schools, has raised $1000 for chemical apparatus for the school laboratory; he is making great efforts to improve the schools under his management, and is succeeding in his work. Local Institutes were held at Grand Valley and North Clarendon. Both were well attended, and the discussions were of a beneficial character. The schools of the county generally are in good working order, and are accomplishing good results. The directors elected for the next three years are, in most instances, men who will do much for the schools. People seem to be more impressed with the importance of electing good men.

WASHINGTON—Supt. Tombaugh: During the month two more of our series of Institutes have been held. At Claresville we had nearly fifty teachers, a number of directors, and a large crowd of people present. At Burgettstown, my

native place, we held four sessions of the Institute. There were present fifty-six teachers, directors from six townships, and patrons of the schools from miles around. Excellent music by an orchestra and a quartette was a good feature of this meeting. The last of the series of Institutes was held at Canonsburg, in the old College Chapel. Over 60 teachers were present. Many directors from neighboring places also attended. At each session the hall was crowded. We think these meetings have been productive of much good.

WAYNE—Supt. Kennedy: Local Insttiutes were held at New Foundland and Farno. The schools of Scott township have recently been furnished with charts (Ivison's). Cherry Ridge has a new school house. Schools are in good condition.

WESTMORELAND — Supt. Hugus: With a very few exceptions our schools are doing good work. Public interest in our educational meetings still continues. A Joint Institute was held at Ft. Palmer Presbyterian Church by the teachers of Ligonier, Fairfield and St. Clair townships, and Ligonier, New Florence and Bolivar boroughs. Though the weather was very unfavorable, yet this was a large and enthusiastic meeting. A convention of teachers was held at West Newton, February 21. The following topics were discussed: "Schools as they Are, and as they Should Be," by Dr. T. B. Noss; School Management, by Supt. John Morrow; Mutual Helpfulness of Principal and Teacher, by Prof. Moore of Braddock; Reading, by Prof. Jennings of Pittsburg; Promotions, by Prof. Gordon of Irwin; Science Work below the High School, by Prof. Fenneman of Greensburg; Music in Schools, by Mr. Orr of the West Newton *Times;* and Evidences of a Successful School, by Supt. G. H. Hugus. Some of these topics elicited animated discussions, and all present believed that a good day's work had been done. On Friday evening, February 27, our new public school building at Irwin was dedicated with appropriate exercises. This is undoubtedly the best public school building in this county. It contains sixteen rooms, and was erected at a cost of about $30,000.

ASHLAND—Supt. Estler: One of our most efficient and progressive directors, Wm. H. McSurdy, died January 3. Our schools were closed on the day of burial, and the directors, teachers, and employees of the Board attended the funeral in a body. Dr. George M. Philips, of West Chester, delivered a lecture in the Opera House, March 5, on "The Story of the Heavens," under the auspices of the Grammar and High Schools. It was an educational treat, very much appreciated by the audience, and a financial success for the schools.

CORRY CITY—Supt. Colegrove: The Board has provided our four buildings with Webster's International Dictionary and a Myers' Holder for same. We have added the Encyclopædia Britannica to our High School library.

DUNMORE—Supt. Fowler: Our schools are all doing very well. Our new building will not be ready before the 14th of April. Our Board has purchased five sets of Geometrical Blocks, at a cost of $125.

HAZLETON—Supt. Harman: A new four-room building has been completed and is now in use. Everything about its construction and equipment is first-class. Rooms are large, blackboard surface ample, clothes closets convenient, lighting satisfactory, ventilating and dry closet system perfection (Smead-Wills system). It is furnished with the handsomest and most suitable furniture and apparatus that could be secured. This is the second house finished in our borough within two years.

HAZLE TWP. (*Luzerne Co.*)—Supt. Jones: The forty-one schools of our district are composed of graded and ungraded schools in nineteen localities, from one to four miles apart; but if the population were compact, so that a central High School could be established and maintained by promotion from the most advanced classes of all the ungraded and grammar schools, and if such supposed High School had an enrollment of 75 pupils, 66 would be girls and but 9 boys. We have at present a central Grammar School, supported largely by advanced pupils from distant parts of the township, and constituting a kind of High School, the "A" class of which numbers nineteen, only two of whom are boys. The night schools have had to be closed gradually for lack of attendance and declining interest. Our experience has been such that we must conclude that in the colliery towns, of the anthracite coal region at least, very many of the boys of thirteen years and upward, cannot receive sufficient education in the day-schools because they are at work; nor yet in the night-schools, because the attendance is too irregular, the term short, and the progress unsatisfactory. If the law prohibited working in the dangerous mine or breaker until the age of fifteen instead of twelve, our boys would be greatly benefited. The interest that has been manifested at our Township Institute, and the active and hearty participation in the exercises thereof by all the teachers, is very encouraging, and indicates a desire for improvement which must be productive of better teachers, schools and scholars. Members placed on the monthly programme invariably respond, not only by the performance of their parts, but also by the thorough preparation made therefor. Miss Coogan, of Shenandoah, has been employed to instruct the teachers in the Tonic Sol-Fa music system. The teachers are very much pleased with the instructor, and pay for her services by *pro rata* assessments. The object of this special training is the attainment of a knowledge and skill in the practice of this method of instruction, with a view of introducing music into the schools. A new set of maps has been placed in the Milnesville intermediate school.

LEBANON—Supt. Boger: Since my last report fifteen volumes have been added to the High School Library, at a cost of $53.80.

MCKEESPORT—Supt. Shanor: The new 9th Avenue school building has been formally dedicated. The exercises were held in the afternoon and evening. Many persons had to

be turned away for want of room. The exercises were very interesting and profitable. The new building is a three-story brick, containing ten school rooms, two class rooms, two offices, and a large hall. It is supplied with the Smead-Wills system of heating and ventilating. The High School is elegantly furnished with opera chairs, and occupies half the building. At the time of the dedication, the High School was presented with a fine Stultz & Baur upright piano, a large Bible, and a beautiful flag by Jr. O. U. A. M., of this city. With the additional facilities afforded by this building, we now have 58 rooms, but are still much crowded. The completion of the new South Park building will give sufficient accommodations for a time at least.

NANTICOKE—Supt. Miller: Our School Board has purchased for use in High and Grammar Schools four sets of Kennedy's Mathematical Blocks. Our High School was never in better condition than at present.

NEW BRIGHTON—Supt. Richey: We have just closed the most successful month of school this year. The enrollment was the largest and and the per cent. (97) of attendance the highest in the history of the schools. Our teachers are interested, our pupils have caught the spirit of education, and our people are giving us their hearty co-operation. Our senior class did honor to themselves and to their High School on Friday evening, February 27th, by the delightful manner in which they entertained a very large and appreciative audience. We are glad to say that the New Brighton High School is on a level with the High Schools of cities of the third and second class. Cornell admitted our graduates last year to the Freshman class without examination. We have a four years' course, which I will present in full in my annual report. At the last meeting of the Board of Education, a committee was appointed to select a site for a new building in the Fourth ward; also a committee to look after plans for the new central building, which is to contain sixteen school-rooms, etc.

NORRISTOWN—Supt. Gotwals: The School Board has purchased a copy of the International Dictionary for each of the buildings. The University Extension class consists of 160 members. Six lectures on Literature have been delivered by Prof. Thompson, of the University of Pennsylvania, all of which were highly appreciated. Prof. Moulton, of Cambridge, England, has been engaged to deliver four lectures during the month of March.

PHŒNIXVILLE—Supt. Leister: Owing to the organization of a Catholic Parochial School, the enrollment this month is 217 less than in December. For some time it was an open question with us whether the attendance would justify the Board in opening an evening school. It was decided to make the experiment, however, by the organization of three such schools. They are now in successful operation, with an average attendance of 111 pupils. The Board has accepted the new High Street building from the contractor. It is a large, commodious eight-room structure, of elegant architectural design, occupies a picturesque site, is suitably furnished, and is supplied with the Smead system of heating and ventilating. On the following Saturday it was open to the public for visitation and inspection, when it was viewed with admiration and approval by a large number of our people. On March 9, five of the rooms were occupied by teachers and pupils, under the principalship of Miss Belle Carter, one of our most successful teachers.

POTTSTOWN—Supt. Rupert: A normal class has been organized, and the whole graduating class is in it. The pupils appear to be deeply interested in their work, and we anticipate good results.

SHAMOKIN—Supt. Harpel: Camp 36, P. O. S. of A., presented a fine large flag to the Academy School. It was received by the President of the Board, and the exercises were attended by quite a large number of our citizens. Our new school, the Washington, has been occupied, and affords great relief to our hitherto crowded condition. It is a fine three-story brick structure, containing twelve rooms, and has all the modern appliances; it is heated and ventilated by the Smead-Wills system. Handsome American flags were placed upon four of our school buildings by the several camps of the P. O. S. of A. The "stars and stripes" now float over all our schools. Our new building on Market street, the "Lincoln," was occupied February 16th. It is a fac-simile of the Washington school which was opened in January. The Lincoln is a fine three-story brick structure, containing twelve well-lighted rooms, and supplied with the Smead system of heating and ventilation.

STEELTON—Supt. McGinnes: The Local Institute held here in January was quite a success. The Teachers' Round Table proved a valuable feature. It was the means of bringing out many practical school-room hints. Prof. Albert, of the Bloomsburg State Normal School, was with us and gave valuable assistance.

TAMAQUA—Supt. Ditchburn: The two camps of P. O. S. of A. of our town presented each of our sixteen schools with two beautiful silk flags—not toy flags either. The presentation was made by the Hon. Frank Spiese, President of the Order in Pennsylvania, to which Dr. P. J. Reiser, President of the School Board, responded. Both gentlemen made eloquent addresses on the subject of education. Some of the pupils of the High School read essays and choice selections suitable to the occasion, and everything passed off in a very pleasant and profitable manner.

WILLIAMSPORT—Supt. Transeau: The most important educational event for us that occurred in January, is the completion of the Penn School building. It contains eight rooms of large size, so arranged that when the desks are all in place the light will come in over the left shoulder of each pupil. It is supplied with the Smead-Wills system of heating and ventilating. A large bell has been placed in the belfry at a cost of about $400. The whole cost of grounds and building is about $25,000; this includes furniture and maps. It is a model building for school purposes, and Williamsport is proud of it.

THE MAY IS COME.

L. LENNOX.
ARBOR DAY SONG.

mf *dim.*

1. Come forth and leave thy silken thread, And flow'rs wrought skilfully, For living flow'rs upon the
2. A - gain the birthday of the world, 'Tis Eden in its bloom; The sunlight rich in matchless
3. While morn opes like a blushing rose Still wet with pearl - y dew, Come forth and leave thy silken

sf

bush, For blossoms on the tree; Go where thou wilt, or near or far, Tho' springtime bloom is
dyes, The air in sweet per - fume, Buds crimson, gold, of ev - 'ry hue, The ver - y rain - bow
skein, Find joy in Na - ture too; O'er all the world from west to east, The garden of the

Tempo di Valse.

sweet; Thou canst not tread but thou dost find Its beauty at thy feet. Welcome the
showers Have turned to blossoms as they fell And strewn the earth with flow'rs. Welcome the
sun, The ver - y streams give back their hues, And blossom as they run. Welcome the

bird's glad note, Where late the woods were dumb, Robin, with liq - uid throat,

Singing, "The May is come!" Wel - come the bird's glad note, Where late the

dim.

woods were dumb, Robin, with liq - uid throat, Singing, "The May is come!"

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, MAY, 1891.

"Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'." *Scotch Farmer.*

THE historic report of Dr. Burrowes, which occupies a large part of the present issue of *The Journal* marks certain strong points of contrast between then and now, and serves to show how far we have gone in certain directions in the work of general education during the past fifty years.

Compare this State paper of 1838—the necessities of the situation which it recognizes, and the means of improvement which it suggests—with the reports from Superintendents in all parts of the State, as presented from month to month in *The Journal*, and the high hopes of Dr. Burrowes seem almost realized—the bright promise of his dreams almost fulfilled. With patriotic zeal and the energy of a noble purpose he toiled for an average life-time at the foundations of our unique educational system.

At the age of thirty-three years, after two years' study of the field, he wrote this extraordinary report; and for thirty-three years thereafter, until the day of his death, all that voice or pen could do was done, with unselfish devotion, to advance the cause that was nearest and dearest to his heart. Men of his stamp are the heroic men of any era. They give grandly of all they have, and the best they have,—

> And wisest they in this whole wide land
> Of hoarding till bent and grey!
> For all you can hold in your cold dead hand
> Is what you have given away.

IN laying plans for the summer vacation don't forget the meeting of the Pennsylvania State Teachers' Association, to be held at Bedford Springs early in July next. This is one of the famous summer resorts of the State, to which a pleasant trip may be had at any time during the summer season; but in July a brief stay of a few days may be made by teachers and others at moderate cost and under very favorable circumstances. We hope to present the programme of the meeting in the next issue of *The Journal.*

THE attention of Teachers, Superintendents and pupils is called to the fact that candidates for the Junior class in the State Normal Schools must this year and henceforth present themselves for examination in June. The schedule for this year's examinations appears in the official department of the present number of *The Journal.*

DR. EDWARD BROOKS will sail for Europe about the middle of May, for the purpose of making careful inquiry into the school systems of some of the leading cities of England and the Continent. He will enter upon his new duties as Superintendent of the Schools of Philadelphia September 1st. On Thursday evening, April 30th, he was given a grand complimentary banquet in Philadelphia. The best wishes of hosts of friends go with him across the seas.

We sympathize with City Superintendent Samuel A. Baer, of Reading, who was so unfortunate as to have his leg broken above the ankle by the falling of a platform, on the occasion of a flag-raising at one of the schools. There were upon the platform at the time it fell about one hundred and fifty persons, including the chorus of school children. Some of the children were hurt, but none seriously injured.

THE next meeting of the National Educational Association to be held at Toronto, Canada, July 14--17, 1891, will be of an international character. The teachers of Canada expect to give their guests a royal welcome. A cordial invitation, endorsed by the authorities of Ontario and by the authorities of the Dominion, has been before the Association for several years. The programme, which will soon be ready for publication, contains the names of leading educators from all parts of the North American continent. Pennsylvania should send a large delegation, and make herself felt in the deliberations of this meeting.

THE massive block of granite from which Mr. Herman Strecker is now cutting the memorial stone for Dr. Higbee's grave at Emmitsburg is said by the Reading papers to be the largest and heaviest single stone ever brought to that city. Its weight is about fourteen tons. It is not easy to get out a stone of this size, even at the famous New England quarry from which it comes, that shall be wholly free from flaws; and in this case, the first block being not entirely prefect, it was necessary to get out a second

which proved to be all that is desired. The block is to stand for a thousand years, and it will be a master work of a master workman.

PROF. M. G. BRUMBAUGH will again give the month of June to Institute work in Louisiana. This will be his third year in that State. They evidently know a good man on the Institute platform when they see him.

THE Spring, long delayed, has come with a rush and an exuberance of bloom and foliage surpassing anything we have before seen. So it *seems!* No doubt there have been other springs, and in our own experience, to match it—but surely not to surpass it. Last year we saw the hepatica in January, and the dandelion was in bloom in Lancaster every month of the year. This year the hepatica was not found here until late in March, and the dandelion also kept well out of sight. This we know because the boys, with their botanizing cans, are scouring the hills along the Conestoga, a locality rich in plants, when any days in the earliest spring-time are warm enough to promise the first bud and bloom; and they seem to bring in everything that shows a blossom. But since the late spring has got fairly under way—what a resurrection there has been! We have seen the terminal buds of the horse-chestnut grow six inches in five days—the brown hillsides clothed as by magic with grass and flowers, the naked branches of our deciduous trees and shrubs all robed again in green and rioting in bloom. Botany goes through a part of each of the last three years of our boys' school life, and many of them grow enthusiastic over the practical work and the country rambles by field and wood and stream with which it is inevitably associated.

THE citizens of Toronto are already hard at work to make this International Meeting of the National Educational Association one of the largest and best in its history. The city is beautifully located on the lake shore, has a population of nearly two hundred thousand, is noted for its excellent municipal government, is the very centre of the educational life of the Dominion, and is full of vigor and nineteenth century spirit. No more attractive spot could have been selected for the meeting. Many different side-trips and excursions will be provided to Niagara, to New England, to the lake regions of the Dominion of Canada, and down the St. Lawrence past the Thousand Islands to Montreal and Quebec. One evening session will be given to a comparison of American and Dominion educational systems—with Commissioner Harris representing the United States, and Hon. George W. Ross, Minister of Education for Ontario, speaking for the Dominion. Another evening will be given to a discussion of the education of women—the discussion carried on by six ladies, one for each of the four natural divisions of the United States, and one each for the Dominion and for England. Educationally and socially, the Toronto meeting promises to be a great success.

WHERE there are no forests, nor woodlands, there will be no birds, says an exchange. The question is often asked, what has become of the feathery sweet singers that once filled all parts of Pennsylvania with the gush, thrill, and cadence of their songs? In addition to the sweetness and melody of the music of these birds, they were insect devouring, and did much to secure the healthy growth of orchards of fruit trees and vines on the premises of city and town homes. The disappearance of these birds has frequently been ascribed to the appearance of the English sparrow in our midst, but on good authority, it is now stated that the reason why the robin, thrush, lark, wren, yellow and humming bird, with others of every variety have disappeared, is because there is little woodland left on the farms of the State—that the forests have been diminished in extent, and even the shade trees removed from sidewalks and public roads. The wanton destruction of trees in Pennsylvania has been discreditable for years. Its effects have been many and serious, and to this the forced disappearance of our song birds can be truly attributed. Where there are no woodlands, no groves, no forests, birds will not and cannot dwell.

IN his recent biennial report, State Supt. Kiehle, of Minnesota, says: "I am still of the opinion, as presented in my report of 1886, that no method so entirely meets the demands of both financial and educational interests as that of "free text books." From the financial side, purchases are made direct from the publishers and at lowest rates. The experience of other States and of many cities has been that the cost per pupil is reduced to about 40 cents, so that the average cost to a district of 50 pupils would average about $20 annually. From the educational side there appear the following advantages:

1. There is absolute uniformity for the

district, which is all the uniformity that is necessary, the books being a part of the apparatus of the school.

2. The books are ready for all the pupils at the opening of the school. This is a great gain. It is no uncommon thing for days and even weeks of the short term of a country school to be made almost useless because children have no books.

3. By this plan pupils can be put into classes best suited to them.

4. The attendance is much increased. It is not uncommon for parents of large but poor families to keep their children at home because they do not feel able to equip them with the necessary books.

In the execution of this plan provision must be made by which teachers will be held strictly responsible to the district for the care of books, and exact reports made by district officers of the condition and cost of the text-book library.

DR. J. T. ROTHROCK, botanist and naturalist of the University of Pennsylvania, who has recently returned from a cruise of several months among the West Indies, proposes to make a holiday cruise along our northeast coast during the summer months. The parties of students that he takes with him have a very pleasant and profitable time. The "White Cap," his staunch little vessel, is thoroughly equipped for sea voyaging, with competent officers and crew. She is now lying at Camden, and will be ready to sail again about the middle of June. In speaking of his summer cruise the genial Doctor says:

These vacation trips afford more relaxation to the tired brain than one can possibly conceive who has not tried a yachting cruise. In addition to the study of marine life, botany and its kindred sciences become a real pleasure instead of a task to those even whose tastes do not lie in that direction.

I shall send the yacht round to Boston about the 1st of June, and we will join her there and cruise up as far as the Bay of Fundy. We shall land at all important points and with our dredging machinery and photographic apparatus study local history, collect specimens of natural history, and so on. Of course, the party will go on shore as much as they want to, the only thing that I insist upon, as most of the students are youngsters, is that every one must be on board by 8:30 p. m. Those who choose can learn the use of the sextant, Sumner's method, how to find the longitude by the stars, and all the other minutiæ of navigation. I have a splendid set of instruments.

The trip will probably last to the end of August. I never believe in being in a hurry when sailing for pleasure. I give an occasional lecture on emergencies to the students on board, such as how to treat the apparently drowned, those suffering from sunstroke or heat prostration, how to stop bleeding, etc. Reading is not encouraged, although, of course, anybody can make use of the yacht's library. It is more physical than mental training we aim at when at sea. It is strictly a vacation cruise, and an occasional run on shore to play a game of base ball or cricket is encouraged. This will be our third cruise, and I may say this, that we have never as yet met with an accident or had a case of sickness.

THE SCHOOL LIBRARY.

IDEAS are the food of mind, and opinions rule the world. It is the function of the common school to awaken the youthful mind to a perception of ideas, and train the mental faculties to a capacity for the formation of intelligent opinions upon whatever subjects may come up for consideration in life's varied experiences.

The branches taught in the common schools must each have its own outcome of usefulness when school days are over, as well as before the graduating exercises take place. We sometimes overlook the real value and importance of the simple elementary branches, because they seem in themselves to be so very common and to be taken as a matter of course. The simple art of reading, as the pupil slowly and oftentimes laboriously endeavors to get through successive sentences on the printed page, would seem in itself, to an incompetent teacher, a merely mechanical exercise, perfunctory in character and often an irksome duty, to be got out of the way as soon as practicable. But looked at farther along as a channel for the transmission of ideas and as an open door to the wide realms of literature, it gains, from a revelation of its real mission and purpose, an absorbing interest. It is an interest also which is luminous with the glory of awakened mind; which inspires the intelligent and true teacher with a yearning desire to clothe the simple exercise with the soul and spirit that should be its animating motive; and without which it would be as dead and uninteresting as the unintelligible characters on a Chinese tea box.

Given the ultimate use to which the art of reading is to be applied, it logically follows that a full, convenient, and choice supply of thought-awakening and mind satisfying material should be freely furnished to tempt the pupil to the use of his newly-acquired art and to reward him for its exer-

cise. Hence the wisdom of establishing well-selected school libraries as an auxiliary and potential force in the great work of popular education. A thirst for reading being once awakened, the means should be provided to satisfy its cravings. If good and healthy reading matter is not within reach, that which is inferior and objectionable will find its way into youthful hands with the certainty of the law of gravity, and with consequences that are often deplorable and of lasting injury in the formation of character.

It is proverbial that pupils who have acquired the habit of reading, even if it gets no farther than the county newspaper, are the brightest and most teachable in the school-room, because of the superior intelligence thus acquired. If you want boys and girls to be bright, intelligent, and nobly ambitious, above all things give them good literature to enable them to form high and pure ideals that will brighten and bless all their after lives, and exert a moulding influence for good that is scarcely second to any other.

In how many care-burdened homes and lonely farm-houses are to be found bright young minds, hungering and thirsting for what their immediate environment does not furnish them! To thousands of such boys and girls a book would be a priceless treasure, giving them newer and higher ideals of life, and a broader knowledge of the world. It would pour sunshine upon the routine of life's plodding duties, and give them spiritual force and power in the mastery of the work-day world. It would mean higher courage in dealing with life's cares and multiplied vicissitudes. History is full of examples of the awakening and transforming power of even a single book falling into the hands of some yearning boy, longing to know that which to him was unknown.

One of the most pathetic things in the print-stores a few years ago was a rude chromo of the country lad, Abraham Lincoln, in the huge log-cabin fire-place, eagerly perusing by the light of blazing pine-knots a stray volume of deep interest to him that had accidentally come into his hands. What influence that one book may have exerted on his after-life with such a mind as his, who can tell? If this counts for so much in a single instance, how much will it be worth if multiplied by thousands or tens of thousands! Andrew Carnegie is right in founding libraries as fountains of intellectual light, and culture, and refinement, to exert a potential influence upon our developing civilization. What he has done on a large scale can and should be done on a smaller but diffusive scale of influence.

Coming to the surface spontaneously, like germinal seeds planted in good soil, School Libraries have sprung into existence in a very large number of school districts in our State. Started by special collections for the purpose, by the proceeds of public lectures, or by contributions from private citizens interested in the subject, this movement has reached a stage of development that justifies and demands official recognition and support. Mention of this gratifying tendency of public sentiment is frequently made in the reports of Superintendents. The latest testimony in this direction, which is before us as we write, comes from Superintendent Brecht, who announces that the School Libraries already established in Lancaster County have accumulated over seven thousand volumes of interesting and valuable reading matter; that the movement is expanding all the while, and that it is really one of the most gratifying signs of the times. In many instances the School Boards have furnished book-cases for these libraries, under their general power to purchase school furniture. They would like to go one step further and purchase additional books to fill up the shelves, but they have no legal authority to do so. It is one of those cases in which the Legislature might wisely entrust to the discretion and good judgment of the local school authorities the power to contribute in this way, according to their own good judgment, within reasonable limits, to the welfare and prosperity of the common schools within their respective districts.

The common schools are established to insure intelligence and virtue in the rising generation. School libraries are a most valuable auxiliary influence towards that common end, and should, therefore, come under the legalized authority and support of the respective School Boards, at their discretion, they being recognized judges of local wants and local public sentiment. It is true that, under authority now possessed, books of reference and books for supplementary reading can be supplied at the discretion of the Board, but it would be well to have a legal enactment which should recognize and encourage the School Library. House bill No. 430, now pending, provides that any School Board may appropriate fifty dollars per year for Library purposes. We hope that it may become a law before this adjournment of the Legislature.

OHIO ON TEXT-BOOKS.

THE general discussion of any question of school interest or school policy is good. The more of this the better; for we are all interested in the schools, and desirous of securing in them and for them whatever will render them more useful to the individual and a greater blessing to the Commonwealth. The question of the publication by the State of the text-books used in the schools is now attracting much attention both in our own and other States. We have long regarded the measure as one that must work harm to the cause of general education. But the views of *The Journal* have already been given at some length. At this time we desire merely to present an extract from the report of the Supervisor of Public Printing of Ohio to Governor Campbell of that State, which is a thoroughly business-like statement of the case. He says:

While I do not think the question of having the State engage in the actual publication of school books has ever been seriously considered in Ohio, the agitation of the question in certain quarters, and my duties as a member of the Ohio School Book Board during the past year, have led me to investigate the matter to a considerable extent; and I take this opportunity, in this my last report, to record the results of my observations and views on the subject. The publishing of school books is a distinct branch of the printing business, and requires a long apprenticeship and experience in its different departments. After the work of the author, and its editorial review and criticism —which of course requires able and pains-taking scholarship—the preparation of the plates requires new and special type on account of the technical marks and characters used in school books; maps and diagrams must be drawn by expert cartographers, and these must be engraved; illustrations must first be drawn by capable artists and then reduced by photographic processes and engraved, and it is noteworthy that the illustrations in our modern school books are of the best and finest which can be produced. The plates must be made in duplicate and frequently renewed, as the printed page in a school book should be clear, perfect and beautiful. Poor printing and broken type is not acceptable now even in newspapers, much less would it be allowed in school books for our children. The estimates asked and commonly made for publishing school books, are for the mere printing from the plates already prepared, for the paper used, and for binding the sheets, usually in some common form, with cheap material. I have found from my investigation that this is comparatively a small part of the cost of producing school books; and that the larger items of expense are necessarily incurred in publishing first-class school books equal to those now in use in our schools.

Other difficulties in the way of the State undertaking or embarking in this business have become apparent from my experience in this office. The State can only procure paper and other materials by contract lettings to the lowest bidder, and under the requirements of the Constitution the State must have all its printing done by contract. Any one acquainted with the practical workings and results of this system, knows that under its operations it would be almost impossible to secure paper of the uniform quality and high grade required in school book work. Again, it is found in practice almost impossible to get State printing done with that promptness and despatch which is necessary and required in the business world. Self-interest prompts the private publisher not only to publish the best books he can, but always to meet promptly the demands of his customers whenever made. Without this he could not make or hold a market for his books.

But with the State publishing school books, it would be as it is now with other State printing, and the schools, with their thousands of pupils, would have to wait the slow operations of some State contractor. Another difficulty in the way of the State publishing school books would be the irregularity of the supply and demand. It would require an immense establishment, equipped with expensive presses and machinery, to turn out enough school books to supply all the children in this State with their full outfit of books within a reasonable time. To do this would require, I understand, over 3,000,000 copies of books. These would have to be printed, bound and shipped under pressure, and even then several years would be necessary to do the work. But after this first or full supply was manu factured and distributed, the regular demand or annual supply would be comparatively small, and it would be, in practice, irregular and changeable. There would be in this irregular and changeable demand for books to properly supply the schools at different times and years, great waste and loss to the State directly, and to the people indirectly.

I might easily add to this list certain me-

chanical or technical obstacles which would always make it difficult for the State to engage in such an extensive and hazard us undertaking as publishing school books, with any reasonable expectation of success, either from an educational or economical standpoint.

To my mind there are greater objections to this proposed undertaking by the State than mere material or mechanical difficulties. It would be an innovation or departure in the workings of our simple form of government which would be dangerous in many ways. It would open new and devious avenues to reach the public treasury. It would create a new State board, a bureau of officers, and a long line of contracting agents. It would subject our public schools and our school books to partisan influences and control. It would engage the State in a form of business difficult, delicate and hazardous, and in competition with private citizens and private enterprise. And it would embark the State in an enterprise or undertaking which would be a never-ending source of perplexing difficulties, political spoils, partisan investigations, annual appropriations, and perennial deficiencies.

PHYSICAL CULTURE.

IT is not well to legislate too many branches of study into the schools. As far as possible, the wide margin of discretion allowed to our Pennsylvania School Boards in deciding what shall be taught, in addition to the branches already required under the law, should be continued. We want many things all over the State, that will be had by the generations coming after us—music and science and art, æsthetics as well as ethics—but these will be introduced only as the people generally become well enough educated to demand them.

Governor Pattison has, we think, done wisely in vetoing the bill requiring compulsory training in physical culture, and in this connection we cordially endorse the views of one of our local contemporaries, *The New Era*, as follows:

"Every one, perhaps, is willing to admit that physical culture is very essential, and wherever practicable should be given all proper scope. But, desirable as it is, we do not believe this State is as yet ready to introduce it into our common schools as part of the regular curriculum. It is more necessary, perhaps, in city schools than in those located in the country, where pupils generally engage in manual labor and get more bodily exercise than those in cities. It was this fact, no doubt, which led to the introduction and passage of a bill by the State Legislature, and which Governor Pattison has just vetoed, requiring the practice of physical culture in the public schools of the cities of this Commonwealth. Under the present law School Boards are made the judges of what should or should not be taught in the public schools, and we believe they are the proper persons. They are for the most part intelligent men, and likely to do the best in their power for the good of the schools under their charge. Where calisthenics are required, we believe School Boards will introduce them without compulsory measures. There is much force in the remark of the Governor that the best results are attainable by allowing the widest exercise of local control, and by allowing the various School Boards to regulate their local affairs and prescribe such courses of study as may seem best to them."

In withholding his approval of the bill, the Governor says:

I herewith return without my approval House bill No. 33, entitled "An act relating to the study and practice of physical culture in the public schools of all the cities of the Commonwealth."

This act seeks to impose upon the School Directors, Boards of School Control or Boards of Education of the public schools of all the cities of the Commonwealth the duty of providing for instruction in physical culture, including calisthenics, to all pupils in all departments of all schools; to punish any failure on the part of School Boards in this respect by withholding from them their respective shares of the State appropriation of school moneys, and presumably to compel teachers to pass examination in these added branches after January 1, 1892.

I was not informed of any demand or necessity for imposing this restriction and penalty upon the various School Boards of cities, nor of any reason why city school districts, and no others, should be subject to the operations of this bill. The School Department of the Commonwealth has not discovered or pointed out any occasion for such legislation. There is more requirement at present for a simplification of the modes of instruction in the public schools of the Commonwealth than for onerous additions thereto.

Beyond the comparatively few and simple fundamental branches required by general law, the School Boards of each district are best qualified to judge of the wants of the public schools under their supervision. As the law stands "they shall direct what branches of learning shall be taught in each school." If successive Legislatures impose additional branches upon them, the curriculum may eventually become so burdensome as to practically defeat the purpose and change the character of the public schools.

Where instruction in physical culture and calisthenics is desirable and practicable, it can now be given under direction and control of the Boards in control of the several districts. Where, for local reasons which may mean good to them, the Directors are not prepared to enforce such instructions in some departments and in some schools, I am not willing to lend my approval to any enactment which compels them to do so under the severe penalty of losing their share of the school appropriation.

The best results can be attained by permitting the widest exercise of the principle of local control which pervades the school system of our Commonwealth, and by allowing the various school districts to regulate their own local affairs and to prescribe the courses of study which may seem best to those whom they elect to control their schools.

The House sustained the Governor's veto by a vote of 100 in favor to 38 against it.

VILLAGE IMPROVEMENT.

VILLAGE Improvement will ever be associated in this land with the name of Hon. B. G. Northrop. The New York *Tribune* is about to issue in pamphlet form an article by him that has already appeared in its columns. It may be profitably read in every village of Pennsylvania, especially in connection with the Arbor Day work that is attracting so much attention in many parts of the land. It shows how many declining towns have increased the value of their property, how homes have been made more attractive, and how benevolent men in all the country have shown, substantially, their appreciation of village improvement.

The homes of a town or village can only become what they should be by the cooperation of its citizens. This develops the friendly spirit that makes a town pleasant, and gives conditions to the exterior of the home in harmony with the beauty and love that should characterize it within.

The village library has always been found a strong agent in village improvement. It acts upon those who control—stimulating thought, awaking enterprise, and arousing energy. It powerfully affects the boys.

Dead villages mean dead villagers. Beautiful shaded avenues, good pavements, sewers, lights, beautiful lawns, all indicate activity of mind among the people. It is not money alone, nor chiefly, that produces such improvements. It is mind. Where is village improvement greatest? Is it in those sections that are most illiterate? Let us recognize the cause as closely related to that of public instruction and of home influence. Let these allies be arrayed in solid lines against their common enemies, ignorance and ugliness, filth, disease and death.

INTERNATIONAL DICTIONARY.

AFTER ten years of labor of many scholars and the expenditure of three hundred thousand dollars, Webster's "International" is given forth to the public as the successor of Webster's Unabridged Dictionary. The enumeration of the staff employed on the general work of revision, and of the special contributors to various departments, shows the wealth of labor and scholarship bestowed upon the volume. The preceding edition, with all its supplementary matter, has been re studied line by line. A close comparison has been made with a whole library of the most recent authoritative works in philology and in all branches of knowledge that include new usages of speech. Upon technical subjects eminent specialists have been employed, and their contributions have been carefully harmonized in form with the general principles of the revision. Great care has been devoted to the pictorial illustrations; the number has been increased from three thousand to nearly four thousand, and about two-thirds of them are entirely new. There has been elimination of many errors, large amplification and enriching by new material, and a judicious conservatism toward those excellent definitions of standard words which were Dr. Webster's especial merit. Some increase of the amount of matter in the book was inevitable; it is partly represented by the enlarged page and the greater number of pages. But increase of size has not been sought, and the difference in bulk between this volume and its predecessor hardly begins to measure the difference in value. A comparison of the two in any part, page by page, will reveal how frequent are the changes and how great is the improvement. In changing the name of the great dictionary, the publishers say:

"Hitherto the title-page has borne the heading, 'An American Dictionary of the English Language.' The present substitution of 'International' for 'American' marks an accomplished change in the relations of the English-speaking peoples. It is not their separation, but their community, which is now emphasized by the best thought and feeling in every department of life and literature. It was with the enthusiasm of a patriot in the birth-time of a nation that

Dr. Webster laid stress on the American character of his dictionary. He had zealously done his part, by pen and voice, in the establishment of a new nation under a novel constitution. He was eager and proud to show that in scholarship and literature, as well as in politics, his country had a distinctive contribution to make to the higher civilization. His own character included an element of the heroic. Amid the discouragements of a crude and provincial period, with a courage which recalls that of his great predecessor, Samuel Johnson, he threw himself single-handed into the task of making a complete English dictionary. But while Johnson's dictionary was only one incident of his literary career, that of Dr. Webster absorbed the best energies of a lifetime.

"Now, upon the issue of an edition so materially altered and improved as the present one, the occasion seemed appropriate for a modification of the title. In naming it 'Webster's International Dictionary,' we recognize that the language of the mother country now encircles the globe; that the literature of each of its branches is the common possession of all; that not only through the literary but also through the popular speech of all these peoples there runs a unity of structure, a common vocabulary, and a substantial identity of the entire language, compared with which all local variations are but trifling. Any complete dictionary of this language must be so comprehensive in its scope, and at the same time so true to those canons of the best usage which are everywhere acknowledged, that it shall be serviceable to the inhabitants of Great Britain, of the United States, of Canada, of Australia, and to the English-speaking population of India and of Africa. The Londoner, reading a story of Bret Harte, will turn to such a dictionary for the slang of a California mining camp; and the Melbourne merchant will consult it for the usage of the New York Stock Exchange. Beyond any other modern or ancient tongue, the English is coming to be a world speech. The extension over the earth of the race elements that use it as their mother tongue, and the strengthening bond of unity among all English-speaking peoples, are among the most significant and beneficent facts of the age. It is in recognition of this, and of the wide use of Webster's Dictionary as an authority in Great Britain and its dependencies, as well as in the United States, that the present edition is distinctively called 'The International.'"

APRIL ARBOR DAY.

THE work of Arbor Day is cumulative. Each year adds to what has been done both in the growth of the old and in extent of the new planting. The day has this year been observed in some twenty-five or thirty States, and the number of trees planted has been very great. An educational journal before us says and it is well said: "The teacher in charge of a school who does not in any manner observe Arbor Day should seek a new field of employment"—where he will not prevent good, if he does not do it!

In some of the States and in Canada the day is observed with, probably, more enthusiasm than in Pennsylvania. There are reasons why this should be so. But Pennsylvania also is doing well. The leaven of interest in the subject of tree-planting is spreading; and the hold it is taking upon the schools will insure an educated sentiment in this important direction that will in time result in immense benefit to the State.

Other anniversaries look backward. Arbor Day alone of them all looks forward. And, though it is the latest appointed, it is one of the very best days of special observance in the round of the year. In Pennsylvania it comes twice a year, once for the State at large, by appointment of the Governor, the day named being in the Spring; and again in the Fall, by appointment of the State Superintendent of Public Instruction, for special observance by the schools, most of which are closed in the Spring for some time before the season of tree-planting has arrived.

The first of the two days named (April 10th) was observed by Governor Pattison, by the planting of a fine tree upon the capitol grounds at Harrisburg. It was also observed in many places through the State, especially by the schools.

In accordance with our custom, we give the paper read at the Lancaster High School. This school has steadily observed both days in each year since April, 1885. On each of the thirteen days which have been named the boys' department has planted from 125 to 150 trees. It was remarked by Mr. McCaskey, principal of the boys' department, during the formal programme of the afternoon, that the number of trees planted by the hundred or more boys now in attendance, is more than five hundred and fifty. This leaves 1200 or more that have been planted by those who have gone out of the school

since 1885. The girls also have to some extent been interested in the good work, and have done more or less planting.

The study hall of the girls' department, where the exercises of the day are always held, was handsomely decorated with plants, ferns and flowers. The boys and girls were alive with interest, and sang wonderfully well, as if on purpose to please their good-natured instructor, Prof. Carl Matz, who never looks so much in his element as when leading a grand chorus.

The High School orchestra, led by Prof. Carl Thorbahn, also did excellent work. The programme was varied by chorus and orchestral work and readings, including the Proclamation by Governor Pattison and the Arbor Day Circular by State Superintendent Waller.

The formal paper of the day, by Mr. Henry M. Engle, of Marietta, one of our most successful and enterprising nurserymen and fruit growers, was as follows upon the subject of

FRUITS AND FRUIT CULTURE.

"And the Lord God planted a garden in Eden." We all have our ideas of said garden, and all believe it to have been beautiful. At the same time the sentiment is altogether too prevalent that the earth, as we see it, is just the reverse—which is a sad mistake—for it is beautiful and lovely just according to the standpoint from which we view it and make it. If viewed from ignorance and coarseness, our surroundings are unattractive and gloomy, but seen from a standpoint of intelligence and refinement, it becomes a question whether the said Eden was more beautiful than many spots that are even now to be found upon the earth. Nature is so prolific, and lends her helping hand so generously if man does his part, that there are comparatively few spots of earth that may not be made both beautiful and useful. But I must repeat and emphasize. If man does *his* part well and faithfully.

Nothing contributes so much to make this earth beautiful as vegetation, from the small tiny plantlet to the lofty trees of the forest. Not only is the earth made beautiful by these growths, but we find, when we glance over the long list of fruitful plants, shrubs and trees, that utility is also added to beauty. This should awaken within us reverence and gratitude to the benevolent Giver and Dispenser of these precious gifts.

The many excellent and delicious fruits grown throughout the length and breadth of the land, are intended not only as food, but in addition, to give health and happiness. I believe strongly in the proverb that "Fruit makes man good-natured." If this adage be a correct one, should not greater efforts be made to produce an abundance of these delicious products of the earth?

This brings us down to planting—just what is done more extensively to-day than on any other day of the year. Let us be thankful that Arbor Day has become a fixed fact—and thanks to those who have been instrumental in establishing it as such. Tens of thousands of trees are being planted annually which would not be planted but for Arbor Day. How much these will add to the health, wealth, and happiness of the community at large, we are unable to calculate, but we may reasonably hope that it will be much more than their cost. When we consider the low price of trees, shrubs and plants, and the ease and certainty with which they may be transplanted and set to growing in the new locality, it does seem strange that so many people neglect this important work who have ground and other facilities needed. I would consider it almost criminal neglect on the part of such as have families of children, to whom they owe more than the simple purchase of a few fruits now and then—and for the following reasons:

The natural craving for fruits is such in children who have no fruits at home that opportunities for picking from the trees of others are almost irresistible; and when they do this thing forbidden, the parent, and not the children, should be held responsible. Children brought up among fruits, when otherwise morally instructed, will seldom if ever pilfer fruit from another's trees; so that fruits, in addition to producing health and happiness, may increase the sum total of honesty in a community.

No one who has a plot of ground of his own should neglect to plant some kinds of fruit, the Strawberry being the most available and most certain. In my own experience of more than thirty successive years we have not had a total failure, but generally fair to good crops. It is the earliest of all fruits, and no other is more delicious. One year from planting will bring a full crop, and the quantity of berries that have been produced from a given area is to some persons incredible. Any soil that will yield a good crop of potatoes, well prepared, will answer for strawberries. Plant in rows three and a half feet apart and about two feet in the row. Keep the rows clean of weeds and well dressed, and generally you will have full matted beds in one season. Or, plant in rows two feet apart and fifteen inches in the row, keeping off runners and clean of weeds, and you will have large growth in one season, yielding a full crop. A slight covering in winter with straw or strawy manure, or even rubbish, will prevent injury from severe freezing. A covering of snow will also protect the plants.

Next in order come Raspberries which, planted three feet by six, keeping down all sprouts the same as the weeds except four to six in the hill, will bring a light crop the second season and a full crop the third.

Blackberries should be planted four by seven or eight feet and treated in the same way as raspberries. Currants and gooseberries should not be omitted, even in a small collection of fruits. Peaches, Cherries and Plums flourish best in light, porous soils, while the Apple and Pear will flourish best in clay soils. At the

same time all trees will become adapted, to some extent, to various soils and conditions. Planting and subsequent care, however, are the most important points. Never plant trees when the ground is too wet or too dry. The latter may be remedied by watering. In selecting and planting always choose good roots with indifferent top in preference to a fine top with few or poor roots. At planting always prune the branches so as to balance with the roots, since some of the latter are always lost in digging from the nursery. Small trees are invariably more certain to grow than large ones, since the larger the tree the greater the loss of roots from digging. Never plant trees much deeper than they stood in the nursery.

We are often asked, "When is the best time to plant, spring or fall?" In my opinion and experience, one is as good as the other. In the fall as soon as the foliage drops, and in the spring as early as possible, provided the ground is in good condition. Many a tree is "killed with kindness." Never mix manure or any other rubbish with the soil at planting. Only pure earth is required, but as a mulch or top-dressing such material will always be beneficial; in fact I consider it an important requisite to successful planting. This will keep the earth beneath moist, which is far better than continuous watering, as a tree may be injured by excessive watering as well as by excessive drouth. In a yard or lawn where a mulch is unsightly, the next best thing is the stirring of the surface soil around the tree every few days. No grass or sod should be allowed to grow close around a newly-planted tree, any more than around a stalk of corn, at least not until it is firmly rooted, since a tree will always grow more thrifty in cultivated ground than in grass or sod.

In planting fruits of any kind I am not disposed to recommend special varieties, since there are so many well-established ones that the prospective planter can hardly go amiss, if he will observe what succeeds well in his vicinity, or on similar soils and situations; but I would advise to avoid novelties, especially high-priced ones, unless the buyer has both time and means to bestow upon them. Of course, we would not now have the improved fruits in variety except by the introduction of novelties, but the testing of them is much like a lottery. Those prizes are few and far between which prove to be much superior to what we already have.

In connection with what may be strictly termed fruit culture, I would advise nut culture, at the head of which I would place the chestnut, of which several improved varieties have been introduced of late, and more will be forthcoming. Following, in order, I would place in importance the English walnut, shellbark, pecan, black walnut and butternut. Among all these are superior varieties, and all are susceptible of further improvement. Filberts and chinquapins are simply large shrubs, but are quite prolific and may be grown where it is not advisable to plant trees of large growth. I have never seen the chinquapin except in its wild state, but it is, no doubt, susceptible of cultivation and improvement. Although the smallest of the nuts above mentioned, it is, in my opinion, the most delicious of all, and extremely prolific in its native condition.

The indications are that nut culture will, in the near future, become an important factor in tree-planting, and not simply as luxuries but as food. Many of our mountain slopes and hillsides, not susceptible of cultivation, may and no doubt will be made productive far above what they now are, not by deforesting but largely by reforesting and food production at the same time. The beauty as well as the utility of forests is becoming appreciated more and more as civilization advances and knowledge increases. But who dreams of a fruitful forest? Allow me just here to predict that it is coming. The nucleus is already formed and the work already begun.

And now, in conclusion, may I be allowed to impress most earnestly the importance of instructing the young in the knowledge of Botany. Many teachers are competent—and many more should be—to instruct their pupils in this noble branch of knowledge. Nothing will arouse the attention of children more than to see and to have explained to them the deeply interesting processes of nature in the development of leaves, buds, blossoms, fruit, and seeds. How keenly they observe when shown how the sepals and petals of the flower protect the embryo of the future fruit or seed; or when shown the process of fructification—how the anthers of the stamens cast their pollen upon the stigma of the pistil, through which it is conveyed to the ovary, and so fructifies the ovule that it is developed into a fruit or seed having power to reproduce its kind; and further, when shown how cross-fertilization and hybridization may be effective, and new varieties obtained thereby. What such lessons might produce in the bringing forth of new and valuable varieties of fruits, vegetables, and flowers, in addition to a love for the beautiful and useful, we can only imagine. They would certainly create a love for the country, and would deepen the enjoyment of country life, instead of that lack of interest in the farm and farm-life, amounting at times even to weariness and disgust, and that longing for the city and city life unfortunately too common in these days.

I have not alluded to the planting of ornamental trees, shrubs and flowers, since we have a combination of both in fruit-bearing trees; for what is more ornamental than an apple, pear, peach, apricot or cherry tree in full bloom? And few things are more delightful for their fragrance than the apple. When laden with ripe fruit, all of them have beauty and utility combined. These descriptions, it may be said, are fair on paper, but that fruit-growing has also its disappointments. We grant it, knowing well that the time has come when, if we wish to succeed in growing these desirable products, we must fight insect enemies and fungoid diseases.

But Eden lost is not to be won again, without watchful care and strenuous effort, and the prize is "worthy the sweat of the noble."

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
HARRISBURG, *April 14th*, 1891.

THE following action by the Convention of Principals of the State Normal Schools, held in the rooms of this Department, February 4th, 1891, in reference to the qualifications for admission and the course and term of study, is approved:

All candidates for the Junior Class must pass the State Examination in June. No student who has been denied admission to, or who has been rejected from, the Junior Class of any State Normal School, can be admitted to the Junior Class of any other State Normal School during the same year.

The following shall constitute a Post-graduate Course of one year for those who have successfully completed the Elementary Course of instruction:

1. *Mathematics.*—Solid Geometry, Plane Trigonometry, and Surveying.

2. *Latin.*—Three books of Cæsar and three books of Virgil.

3. *Pedagogy.*—Advanced Psychology, Moral Philosophy, Logic, Practice in Teaching, a careful reading of "Quick's Educational Reformers," Fitch's "Lectures on Teaching," and Payne's "Contributions to the Science of Education," with written notes and criticisms.

4. *Natural Science.*—Chemistry, Zoology, and Astronomy.

5. *History and Literature.*—General History, History of English and American Literature, with a careful study of four classics with written notes and criticisms, and a course of general reading.

D. J. WALLER, JR.,
Supt. of Public Instruction.

ANNUAL FINANCIAL STATEMENT.

ITS PUBLICATION REQUIRED BY LAW.

THE law entitled "An Act to regulate the publication of the accounts and financial statements of School Boards," should not be disregarded by Boards of Directors in any part of the State. The penalty named in the act may seem severe, but the duty is an important one. The act is as follows:

SEC. 1. That it shall be the duty of each board of School Directors in the several school districts of this commonwealth annually, at the close of the school year, to place in the hands of proper auditors a full certified statement, itemized, of their receipts and expenditures for the past year, including the assets and liabilities of the district, of all kinds, with all books, papers and vouchers relating to the same, to be by said auditors examined, and if found to be correct, approved; such statement to be spread upon the minutes of the board of directors, and in a condensed but fully classified form *published by said board in not less than ten written or printed hand bills*, to be put up in the most public places in the district, or, if deemed preferable, in the two newspapers of the county in which the district is situated, having the largest circulation among the citizens interested; and for any neglect or failure to perform the duties enjoined by this act, the officers named therein shall be considered guilty of misdemeanor, punishable by a fine not exceeding three hundred dollars, to be paid into the school fund of the district in which the offense shall have been committed.

SEC. 2. That the publication of the accounts of school boards herein provided for shall be in lieu of all publication of said accounts now required by law; and all acts or parts of acts inconsistent herewith be and are hereby repealed. *Provided*, That the provisions of this act shall not extend to cities of the first class.

NORMAL SCHOOL EXAMINATIONS.

THE annual examinations of the several State Normal Schools for graduation and for the admission of students to the Senior class will be held during the month of June upon the dates named, as follows:

JUNE 2.—*West Chester:* Prof. Davis and Supts. Slotter and Foster. *Kutztown:* Prof. Eckels and Supts. Weiss and Baer.

JUNE 9.—*Mansfield:* Prof. Snyder and Supts. Ryan and Transeau. *Bloomsburg:* Prof. Lyte and Supts. Johnson and Harpel. *Edinboro:* Prof. Maltby and Supts. Wright and Missimer.

JUNE 16.—*Shippensburg:* Prof. Noss and Supts. Rudy and Keith. *Slippery Rock:* Prof. Philips and Supts. McCollough and Luckey. *Lock Haven:* Prof. Thomas and Supts. Etters and Miss Herrick.

JUNE 23.—*California:* Prof. Welsh and Supts. Herrington and Iams. *Clarion:* Prof. Cooper and Supts. Hughes and McNutt. *Millersville:* Prof. Eldon and Supts. Brenneman and Hoffman.

JUNE 30.—*Indiana:* Prof. Schaeffer and Supts. Hugus and Bowser.

Superintendents of the several Normal School Districts are invited to be present at the examination in their respective districts.

The expenses of the members of the Board of Examiners will be paid by the State. No one appointed as a member of the Board can be absent without securing the services of another person, of the same class, and all such changes shall be subject to the approval of the Department.

Each student must receive four affirmative votes out of five in order to graduate.

The following rules concerning the examinations will be in force:

1. The examination must be strictly private, no person being admitted except the members of the Faculty and the Board of Trustees.

2. The voting must be done by ballot.

3. The result of the examinations must be announced by the President of the Board.

The order of examinations will be as follows:

1. A careful, written examination in the following branches: First—*Mathematics*, including Arithmetic, Algebra and Geometry. Second—*Natural Sciences*, including Natural Philosophy, Botany, and Physiology and Hygiene. Third—*Language*, including Spelling, Reading, Grammar, Rhetoric and the elements of Latin. Fourth — *Historical Sciences*, including Geography, History of the United States and the Constitution of the United States. Fifth—*Professional Studies*, including Mental Philosophy, Methods of Instruction and School Economy.

2. A special examination in Drawing, Vocal Music and Book-keeping. No student who has not studied these branches to the extent required, and for the length of time named in the course of study, can graduate.

Normal School Principals are earnestly requested to make a thorough, personal, preliminary examination of the classes, in their several schools, and to drop all students not fully prepared, both in scholarship and teaching skill.

To facilitate these examinations, each school is requested to provide its class with a room furnished with desks, a blackboard upon which questions may be written, and a sufficient quantity of unruled paper in half sheets, about eight by ten inches in size, clasps for fastening the sheets together, and suitable pencils for writing.

The Superintendent of Public Instruction hopes to find at all the schools the minutes of the proceedings of the several boards of examiners which have held sessions at these schools, including complete lists of all students recommended for examination.

D. J. WALLER, JR.,
Supt. Public Instruction.

N. B.—Applicants for admission into the Senior class must present themselves on one of the dates named in circular, as the fall examinations have been discontinued.

ITEMS FROM REPORTS.

ADAMS—Supt. Thoman: The schools of the county, with a few exceptions, have closed. A number of teachers' normal classes are about to be organized in several sections of the county, among them the following: Gettysburg, Littlestown, New Oxford, East Berlin and York Springs. All of them are specially intended for the preparation of young men and women for the profession of teaching. It affords me great pleasure to say that the teachers who have charge of these schools are very active, proficient, and earnest instructors; we may, therefore, expect much good to be derived from them, and more particularly that a better corps of teachers will be found in our schools in the near future. This, indeed, is a matter for congratulation.

ALLEGHENY—Supt. Hamilton; The Board of Wilkinsburg has erected a handsome brick building on the site of the old one destroyed by fire about a year ago. It contains fifteen school rooms, a principal's office, and a teachers' room. Each room is supplied with suitable cloak room, water and washstand. It is heated and ventilated throughout by the Smead-Rutan system, and is, on the whole, perhaps the best large school building in the western part of the State. It is two stories high and is surmounted by an excellent clock. The plan of the building is entirely different from any other in western Pennsylvania. It somewhat resembles a hollow square, with the inner court arched over and lighted from above by a large sky-light; this court or hall is open from the floor to the dome. The rooms on the second floor open upon a platform nine feet wide, which extends around the inner court—a balcony with a balustrade finished at the top by a brass railing. It is reached by a double stairway from the first floor. In short, it is a beautiful building, comfortable and commodious, adapted to the purposes for which it was erected. It represents not only the wisdom and enterprise of the Board, but also the progressive educational spirit of the community.

BEAVER—Supt. Hillman: Held a Local Institute at Hartzell school-house. There was a large attendance of directors and citizens—much interest and a good meeting. Eight examinations for certificates of graduation have been held in as many different townships; there were forty applicants in all; sixteen passed and received certificates.

BEDFORD—Supt. Potts: Schools for the most part have closed. In the main, good work has been done. The attendance has not been good, because of the bad weather and sickness. Teachers, with but few exceptions, have given satisfaction. My address hereafter will be Bedford instead of Schellsburg, as formerly.

BERKS—Supt. Zechman: One Local Institute was held this month at Birdsboro. It was the largest held in the county this term. Seventy-eight teachers, thirty-five directors, and about 600 citizens attended. These local gatherings do more towards creating a favorable sentiment for popular education than any other means ever tried. The Cumru directors built a very commodious two-room school-house in Mohnsville. The schools have been graded. This Board has done its duty. Most of the country schools closed this month. We have reports from sixty-four schools, in which money was collected to found libraries.

BLAIR—Supt. Wertz: The public schools of Duncansville were presented with an American flag by the citizens of the town. The presentation was made with appropriate exercises, consisting of addresses relating to the work and progress of our common schools and the singing of national airs. Many of our schools are closed.

BUTLER—Supt. McCollough: The majority of our schools have closed. Generally speaking they have all done very successful work. Some of the districts have extended their term to eight months, and we hope that all others will follow their example. One hundred and

twenty-five pupils graduated from the common school course, and will receive diplomas.

BUCKS—Supt. Slotter: The Local Institute, held under the auspices of the Teachers' Association of Solebury and New Hope, at the latter place, was a large and enthusiastic meeting. The schools in the six-months districts are now closed, and many of the teachers are now at the Normal Schools.

CAMBRIA—Supt. Leech: The South Fork Ind. District has been abolished, and three new districts created, viz., Portage boro', Morrellville boro', and Dale boro'.

CAMERON—Supt. Herrick: The examination of the senior class of the Emporium High School was conducted by the County Superintendent, and three of the Protestant ministers of the place. Six young ladies will graduate. Prof. Harry F. Stouffer has done most excellent work as principal.

CENTRE—Supt. Etters: A very interesting Local Institute including Gregg, Haines, Miles, Millheim and Penn districts, was held at Millheim. D. H. Fortney, Esq., was present Friday evening, and for two and a half hours kept a very fine audience highly interested on "The Relation of School Directors to Schools." Among the subjects discussed during Saturday's session were Free Text-books and Compulsory Education. The teachers and directors present expressed themselves in unmistakable terms as in favor of free text books; they are also of opinion that our School Laws should contain a compulsory act. They very vigorously oppose the idea of the State printing text-books.

CHESTER—Supt. Walton: Pocopson Township has furnished Baker's School with individual desks and a new floor. The Franklin schools have increased their library by thirty volumes. Reading Tables in country schools are becoming common. The last Local Institute of the season was held at Kennett Square. Deep interest was manifested in the Savings Banks and Manual Training as presented by Dr. G. M. Philips and Rev. F. A. Hinkley. We now have manual training successfully taught in eleven rural schools, and consider it no longer an experiment. We trust the number of schools may be doubled by another year.

COLUMBIA—Supt. Johnston: An interesting Local Institute was held in Berwick. An entertainment was given the previous evening by Principal Richardson, of the Berwick High School, and his pupils. Although the weather was unfavorable, yet an attentive and appreciative audience listened to the excellent talks given by Mrs. Alma Sager Welsh and Prof. Hartline of the Bloomsburg Normal School, and others. This is the fifth meeting we have had this year. Great interest has been manifested and we feel, therefore, that some good has been accomplished.

CUMBERLAND—Supt. Beitzel: Educational meetings were held in North Middleton, Independent, and New Cumberland, all of which were well attended. All but a few of the schools in the rural districts are closed. Quite a large number of teachers and prospective teachers will attend the C. V. State Normal School during the spring term. A number of summer schools will be opened throughout the county.

DELAWARE—Supt. Smith: The children of the Upland secondary schools gave an entertainment from which they realized a considerable sum with which to start a school library. This makes twenty-one libraries in the public schools of the county. In this respect, Radnor is the banner township, having six libraries with 692 volumes. The teachers find these libraries of great benefit to their pupils. They not only aid in cultivating a taste for reading a better class of literature, but stimulate the pupils to greater earnestness in their studies. Schools have been opened in the new building recently completed in Folsom, Ridley township. The building is a two-story brick, containing four large and well-lighted rooms. It is heated from the cellar, and supplied with slate blackboard and patent furniture. It is in every way in keeping with other fine buildings erected by this same Board. On the evening of Tuesday, March 24th, one hundred and three men, who went to the Rockdale public schools prior to 1870, met at the old school house and held a reunion. It was a remarkable gathering of men, successful in all the professions and various walks of life, many of whom had finished their education in the public schools. A number of them engaged in the games they used to enjoy, and many were the incidents related of past school-days. A very interesting programme was carried out and an elaborate banquet enjoyed. A permanent organization was effected and an annual meeting will be held. Such a meeting is unusual, and it speaks very emphatically of the good impressions made by the public schools of that day.

FRANKLIN.—Supt. Slyder: The schools in the rural districts are nearly all closed. We have had a remarkably pleasant and profitable term,

HUNTINGDON.—Supt. Rudy: Supt. Shimmell, Huntingdon boro', held his first Local Institute, March 21st. There was a large attendance of teachers and citizens. The work done was both entertaining and instructive. The Brethren's Normal College began its spring term, March 23d, with a flattering enrollment of students.

JUNIATA.—Supt. Carney: Our schools are all closed now, except two or three, in which the teachers were for a time incapacitated by sickness. The term, in a few townships, extended into April, which I think is a mistake in country districts, as the roads are bad, and more or less "moving" has to be done which causes a lack of interest.

LACKAWANNA.—Supt. Davis: A Local Institute was held at Glenburn; the attendance was good and the meeting a success. Also one at Moscow; at least twenty-five teachers were present. Addresses were made by Supt. Fowler, of Dunmore; J. C. Taylor, of Scranton; R. N. Davis, of Archbald, and others. The new school building in Blakely has been completed and is now occupied. The new building in Fell township has also been completed and

will be opened at once. Two teachers will be employed in this building.

LEBANON.—Supt. Snoke: I have examined promotion classes in the schools of Palmyra, Jonestown, Fredericksburg, Myerstown, Schaefferstown, Richland and Newmanstown and held six examinations of applicants for the public school diploma. Quite a number of pupils presented themselves for this examination, most of whom acquitted themselves very creditably, showing that our schools are doing efficient work.

LEHIGH—Supt. Knauss: The schools in the six months districts closed about April 18. In general they were very successful. Considerable sickness among the children prevented regular attendance. The joint local institute at Bethlehem was well attended. Preparations are being made for the erection of a number of school-houses during the summer. Some young people having teaching in view are attending State Normal Schools and other higher institutions of learning. A number of our best teachers will teach summer or private schools and organize normal classes.

LUZERNE—Supt. Harrison: Butler township repainted three houses, replastered one, put slate boards into four, and furnished seven reading charts, one music chart, and one anatomical chart. The secretary visits each school at least once a month. A graded school is maintained at Drums, where all pupils of the township of advanced grade may attend. The schools generally are doing good work. Sugarloaf township erected a new building at Seybertsville to take the place of the one burned down last year, It is a very good building and well arranged. The Secretary visits the schools monthly. The teachers are doing good work. The directors of Kingston township have decided to add a month to the term. The schools of Foster will be kept open ten months. I find nearly all the teachers are taking some educational paper and are endeavoring to keep abreast with the best educational thought of the day. Local Institutes were held at Kingston and Shickshinny, both of which were interesting and instructive.

LYCOMING—Supt. Lose: An examination for the Common School Diploma was held in nearly all the districts of the county March 14th. The questions were prepared by the County Superintendent, and forwarded to the Secretary of each School Board. The Secretary notified the teachers of his district when and where the examination would be held, and delivered to them the questions on the morning of the examination day. The papers, after they had been examined and graded by the teachers and a director of the district, were forwarded to the Teachers' Exchange, where a committee of five teachers and the County Superintendent reexamined them and awarded the diplomas. Fifty-seven pupils succeeded in passing the examination. The object of the examination is to induce pupils to remain in school until they shall have completed the common school studies.

MERCER—Supt. Hess: During the month examinations for graduation from the common school course were held by committees of three leading teachers at seven convenient points within the county. One hundred and seventy-two candidates presented themselves for examination, of whom one hundred and five received diplomas. West Salem and Hickory, with about twenty schools each, have decided on a continuous term for next year. It is claimed by many that the work done in our country schools was never more satisfactory than during the term just closed.

MONTOUR—Supt. Steinbach: Miss Mary Hughes, first assistant in the Danville High School, died March 30th. Her entire life was spent in the work of education. For half a century she was a student and teacher. Her work as a teacher was very thorough, and all who received instruction at her hands will long remember her. She was a devoted member of St. Paul's M. E. Church. A consistent Christian, "dying in the faith," she passed, as we believe, from earthly scenes into the presence of the Great Master to share the rewards of life eternal.

PERRY—Supt. Aumiller: All but a few graded schools are closed. The year has been a successful one. Three pupils graduated from the Marysville High School. Appropriate commencement exercises were held in the Reformed Church. The performance of the graduates reflected credit upon themselves and their school. State Supt. Waller delivered an interesting and instructive address, and the County Superintendent presented the diplomas. Bloomfield Academy opened with about sixty students. Many teachers have gone to the different normal schools.

POTTER—Supt. Kies: The winter session of the County Teachers' Association was held at Roulet. Two "Locals" were held in March, at Austin and at Ulysses. Teachers and citizens have shown commendable interest in these meetings this year.

SNYDER—Supt. Hermann: A Normal department will be opened at the Missionary Institute, Selinsgrove, April 6th. Mr. H. S. Stetler, who taught in Middleburgh for a number of years, has moved to Akron, Ohio; and Mr. A. M. Wonder, of Freeburg, has accepted a position in Central Pennsylvania College at New Berlin.

SOMERSET—Supt. Berkey: The Directors of the county held their annual convention at Somerset. Although the attendance was not so large, yet the districts were well represented, and the meeting probably the best of the kind ever held. A permanent Directors' Association was formed. The free text-book system was most heartily endorsed, and county uniformity was ordered to be continued. The majority of the directors favored district supervision, and all agreed in asking for a larger State appropriation. Deputy Supt. Houck was present and rendered most valuable service.

WARREN—Supt. Putnam: Local Institutes were held at Sugar Grove, Tidioute, and Glade. At Sugar Grove the meeting covered two evening and one day session. On Friday evening,

Supt. Rogers, of the schools of Jamestown, New York, made an excellent address, and the County Superintendent gave a short review of the school work in this county. Saturday evening, Supt. McGowan, of the Warren schools, gave an instructive talk on "The Phonograph," Large audiences were the order, and much interest was manifested. The day session was devoted to the discussion of practical questions relating to school-room work. Nearly all the teachers of the township were present, with many from other districts. At Tidioute, the manual training department was the centre of interest. The work done there was on exhibition, with a class of girls busy at their benches, showing just how the work goes on. Specimens of free hand and mechanical drawing were also displayed. Many of the citizens were in attendance. The reputation of Tidioute as an educational centre is well deserved, as the work of the schools amply demonstrates. The Glade meeting was devoted to purely Institute work. Papers on many subjects of interest to teachers were presented. The Glade School Board has done much during the past few years in behalf of educational progress, as their fine buildings and good schools will testify. The Institutes are awakening the people to the needs of the schools, and advancement will surely follow. The attendance is always good.

WAYNE.—Supt. Kennedy: Graduating exercises of a high order were held at the Starrucca graded school. The schools visited this month were found in a very satisfactory condition.

CHAMBERSBURG.—Supt. Hockenberry: Instead of the usual day set apart for the consideration of the life and works of some eminent author, the 26th of March was observed as Pennsylvania Day. Everything pertaining to the history and resources of the State was drawn upon: the manners and customs of the aborigines and early colonists, Swedes, Germans, Scotch-Irish and English; men of note in science, art, literature and statesmanship; battles and battle-fields and other places of note; the railroads, oil-fields, manufactures, forests and animals; in short, for two weeks previous, teachers and scholars ransacked every nook and corner for information with a zest rarely witnessed. The information thus gained was embodied in carefully prepared essays, which, together with the reading of choice selections mainly from Pennsylvania writers, and the singing of patriotic songs, constituted the exercises of the day. The essays referred to contain a great amount of information about the dear old Keystone State not readily found anywhere else. Both teachers and pupits are to be commended for the zeal and labor bestowed upon the work. It has proved to be one of the most interesting and valuable general exercises we have ever had.

HAZLE TWP., (*Luzerne Co.*)—Supt. Jones: Mr. J. A. Campbell, teacher of the intermediate school at Stockton, died during the month, and is succeeded by Ella Duffy. Out of respect to the memory of a fellow-member, the regular district Institute meeting was adjourned and the teachers attended the funeral in a body.

LEBANON.—Supt. Boger: On account of the crowded condition of two of our Boys' Primary schools aggregating 200 pupils, the Board has been obliged to open a new school, renting a hall for the purpose. We issued to our schools March 13th, the first free supply of slates, pens, pencils, ink, paper, etc. We believe that this will facilitate and improve our school work.

NANTICOKE.—Supt. Miller: The Prang System of Form Study and Drawing, under the supervision of Miss Stella Skinner, special instructor, is being very successfully introduced into our schools.

NEW BRIGHTON.—Supt. Richey: We are still working along the old lines, but believe that we are steadily improving in system, methods, and education in general. The educational spirit in Beaver county is certainly a living reality. In the latter part of February, the superintendents and principals of the county held a meeting in Beaver for the purpose of organizing a Teachers' Association. It was a success, and we propose holding a summer school of methods here during the month of August, which will be under the direction of the Association. We intend to bring four or five of the best instructors in the land to our county, and propose to have one of the best schools ever held in this part of the State. We have in this valley a very large number of graded schools, and it is right that we should organize a school here for the special benefit of our own teachers.

PLYMOUTH TWP. (*Luzerne Co.*)—Prof. Gildea: The teachers of the tenth local district of Luzerne County held a profitable Institute at Kingston. Many teachers from surrounding districts were also present. An interesting and instructive programme was carried out. The people of Kingston displayed the generous hospitality for which they are justly celebrated, in providing accommodations for all teachers that attended from a distance.

SHAMOKIN—Supt. Harpel: A number of maps and charts were added to our supply of apparatus, and sets of instructive supplementary readers were purchased for each grade. Quite a large number of volumes were added to the pedagogical libraries of the several buildings.

SOUTH EASTON—Supt. Shull: Our district, during the last four months, has been afflicted with about all the ills to which children are liable. The percentage in some of the schools has been below 60 for several months.

STEELTON—Supt. McGinnes: The spirit of school-room decoration is abroad in some of our schools. Recently each grammar school placed upon its walls two portraits of eminent men and a handsome clock. The C class of the High School, following in the footsteps of its predecessors, has presented to the school a fine large engraving, representing "The First Prayer in Congress." There are now six fine portraits and engravings upon the walls of the High School rooms, gifts of the last six classes that entered the school; Dr. E. E. Higbee, Dr. J. P. Wickersham, Thaddeus Stevens, Longfellow, Washington and His Generals, and the picture mentioned above.

WHITE BLOSSOMS.

W. C. LEVEY.

Moderato Grazioso.

1. Underneath the May-tree's snow-white blos - som, Often have we wandered, you and I,
2. Underneath the May-tree mem - 'ry lin - gers Fondly o'er the bliss two hearts confessed,

cres. *rall,*

List'ning to the mill stream's softest whisper, Like a dream serene - ly glid - ing by.
When the future seemed so bright and love - ly, As the sun in splendor sank to rest.

poco cres. *p*

Happy, happy moments, far too fleeting, Softest whispers loved so well; Hearts with joy, with joy, to-
Fairest, fairest blossoms fade and wither, Life's sweet May too soon is gone; Can, oh, can the hearts once

p ad lib. *p rall.*

geth - er beating, Ten - der se - crets oft would tell; Sweetest secrets oft would tell.
thus to - gether Cold and loveless fade a - lone? Cold and loveless fade a - lone?

p a tempo.

Underneath the May-tree's snow-white blos - som, Oft - en have we wandered, you and I,

cres. *rall.* *p*

List'ning to the mill-stream's softest mu - sic, Like a dream, serene - ly glid - ing by.

THE
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THE MOST REMARKABLE OF PENNSYLVANIA SCHOOL REPORTS.

FOURTH ANNUAL REPORT, IN 1838, BY DR. THOS. H. BURROWES.

IT will be of interest to many who have leisure for these things, and who are desirous of knowing the history of the development of our Pennsylvania Common School System, to read what—considering the time at which it appeared and the man by whom it was written—we have long regarded the most remarkable school report, if not the most extraordinary public document, that has ever been issued from Harrisburg. When, in 1867 and 1868, Dr. Burrowes republished in this Journal the first eighteen annual school reports, issued before *The Journal* was established in 1852, he commented upon them editorially as they were reprinted from month to month, in a series of articles entitled "Notes on our State School Documents." Referring to this Fourth Report, he wrote as follows:

In the republication of the series of annual reports by former State Superintendents, that of 1838 is now presented. Being a very long one, though condensed within as little space as it well could be by the use of small type, it is not now proposed to additionally bore the reader with any personal account of the author. Some remarks, however, may be ventured as to certain views in this report which fuller experience and knowledge of the system have since led him to change.

Before specifying these changes, it may not be out of place to state the plan of action which the author adopted when he first took charge of the system, and which he has never since seen good cause either to regret or abandon.

The writer of the report was an active politician when first appointed to the station of Secretary of the Commonwealth and *ex-officio* Superintendent of Common Schools. It was on that ground alone that he was appointed; and so little reference was there to the educational department of his duties, that he scarcely knew, and certainly did not think properly of, his responsibility in that respect, when he entered the office. It was therefore with some surprise and no little alarm that he beheld the accumulated letters on common school affairs, from every quarter of the State, brought in a bushel basket about two weeks after he assumed the duties of the office;—the mass having been kept back to that time owing to the pressure of more urgent business. He can never forget the head-ache,—aye, and the heart-ache,—produced by the perusal and the attempt to systematize and understand the vast subject thus presented. There were questions of every school hue, kind, and shape;—involving difficulty as to the location of school houses, the assessment and collection of tax, the qualifications of teachers, the selection of branches of study and school books, the use of the Scriptures, instruction in catechism, mode of government, kinds of punishment, opposition to the system, &c., &c. And these, too, addressed

to one who knew about as much of the details of school affairs as he did of the local geography of the moon. What was to be done? Either the office was to be resigned, or an attempt made to prepare for its proper discharge. His spirit—unchilled by the third of a century which has since shed its sobering influences—forbade resignation, as cowardly; besides, even if he retired, it was difficult to see where a successor with the necessary knowledge and experience could be found. The other expedient was therefore adopted; but here again there was difficulty. The time was so short, and the wants of the system were so urgent, that careful preparation for the duties of the office, by a course of educational reading, including the history and condition of the systems of other States and nations, was out of the question, even if all his time could be devoted to the purpose, as it could not. For it is to be borne in mind, that at that period the duties of the Secretary of the Commonwealth were very much greater than now. Then, all the county officers, Judges and other magistrates who are now elected, were appointed by the Executive, and new selections of most of them to be at once made by the new Governor just inaugurated. Our vast system of Internal Improvement was also then in full progress, not only involving numerous appointments, but the negotiation and payment of large loans for its construction. All these and the other duties of the office, threw upon the Secretary labor sufficient to occupy all his daylight hours, and left no time for school affairs, except such as could be spared from sleep.

Fortunate, it is now thought, was this state of affairs. It threw the officer and the State on their own resources. Instead of studying the Prussian or the New England system, and copying after either,—except in the single feature of the freedom and generality of instruction,—the actual social condition and the known educational wants of Pennsylvania were looked at, and the attempt was made to supply the one in accordance with the nature of the other. Not a single report, not a law, not a treatise from any other nation or State was examined. A great Commonwealth, with vast and growing resources—agricultural, mineral, manufacturing and commercial,—yet with a population of a distracting variety of national origin, involving much variety in language, religion and customs, and with no very kindly feelings the one to the other, and, worse than all, with bitter hostility in the large majority to the system itself,—was beheld and had to be taken as the field of operation. On this field, it is now evident as it was then soon suspected, that little light from abroad, in the arrangement of details at least, could be obtained. Thus it was that, with little borrowed assistance, and founding it on the actual wants of the State and the few grand leading principles in the otherwise crude school laws of 1834 and 1835, the Pennsylvania System was built up, by herself and for herself.

As regards the acts of 1834 and 1835, it was also, perhaps, fortunate that they were bald almost to bareness in administrative detail, and imperfect almost to the extent of unintelligibility, except in their leading principles. This threw upon the officer a choice of evils: Either he was to permit the system to remain, in many of its details, almost dormant till legislative remedy could be obtained; or he had to administer it in many of those details without specific statutory authority, and according to what was supposed to be the intention of the law-making power, deduced from the naked fact of the establishment of a common system. The latter alternative was adopted; and hence it was that, when the admirable school law of June 13, 1836, was in process of formation, considerable experience had already been acquired, and some confidence was felt in the suggestions then made towards its details.

After the passage of that act, not only was less difficulty in the administration of the system experienced, but, by that time, full confidence was felt in the course which necessity had completed,—that of shaping our system to our own condition and wants, and of relying little, if at all, on communities of widely different composition, with different interests, and, as regards the Old World, with different forms of government. And, now, on looking back, some honest pride is felt,—taking the report in this number as the evidence,—that so much was learned and done in so short a time; the result being attributed, under Providence, to the independent principle of action which had been, from the force of circumstances, adopted.

The chief recommendations of the report which are now felt to be erroneous, are:—

1. The proposition to pay Directors for their services, or to reduce the number in each board to three. Both are believed to be unsound. The County Superintendency having relieved the Boards of their most difficult and embarrassing duties;—those of

the examination of teachers and the professional visitation of the schools,—their remaining official acts can be readily and ought to be willingly performed, out of a sense of social duty and for the sake of their own children. And, if so, these duties will be better discharged, with more ease to themselves and with a fuller representation of the district, by six than three members.

2. The strong approval of sub or primary school Districts. This, which, by the by, is the New England plan, was early found to be inexpedient and embarrassing, and has long since been abandoned, to the great benefit of the system. It was, after all, an expedient to effect that better and more regular local supervision, which we hope soon to see accomplished by a paid professional Local Superintendent for the whole district.

With these exceptions the work of his youth has still the approval of the author's age. It is true, that several of the propositions—such as the germ ideas relating to the professional training of teachers, improvement of school houses, etc.,—have since been very considerably enlarged in their development; but, in the light of the present, he is thankful to find so much to approve and so little to retract.

FOURTH ANNUAL REPORT.

THE Fourth Annual Report of the Superintendent of Common Schools to the Legislature is made under the most encouraging circumstances. It is true the system is neither in full operation nor is its machinery perfect. But the momentous question, Can education be made as general and as unbought as liberty? has been determined in the affirmative by the intelligence of Pennsylvania.

In other countries the edict of an Emperor, or an unconditional act of the Legislature, forms a system of public instruction and wills it into operation. No choice between acceptance or rejection, and little control over the details of the law, or the conduct of its agents, are entrusted to the community. With us it is different. Here, the system being intended solely for the benefit of the people and not of the government, its adoption necessarily depends on their estimate of its advantages, and its administration is mainly in their hands. That their action should be slow and their decision not altogether unanimous on a subject so important, is therefore not surprising.

At first view, it may dishearten the republican to behold the governments of the Old World rapidly preceding us in the noble cause of Popular Education. England, Scotland, France, Baden, Bavaria, Würtemburg, Prussia and even Austria, Russia and Turkey, are either far advanced or earnestly engaging in the work. Others are aroused. All, from the most free monarchy down to the lowest despotism, are alive to the subject. The hitherto pent-up sluices of knowledge are about being thrown open; but, whether the stream is to be free and unrestrained or to flow only in such channels as shall comport with the safety and tend to the perpetuation of peculiar forms of government, it is foreign to the present purpose to inquire.

There is nothing ominous of evil to popular right in this changed policy of the rulers. They have only made and are controlled by *one* discovery in the science of man: They have ascertained that the natural and irrepressible tendency of knowledge is general diffusion. What may be the effect of that which must inevitably be the *next*, viz: That knowledge is power, remains for the experience of a future generation to determine.

The great lesson so far as it has advanced, is, to us, full of instruction, and, if properly improved, of encouragement. It teaches that if the general spread of education is necessary to the well-being of monarchical governments, which are almost uncontrolled by the mass of society, it is with us more necessary, in exact proportion to the degree of power which the people exercise. Where each citizen is a lawmaker, either through himself or his representative periodically chosen, the government, no matter how wisely framed, can only be perpetuated and sustained in its purity by his own virtue and intelligence.

It also teaches and encourages us to raise higher the standard of true freedom, and sink deeper the foundations of sound knowledge. If we stop in mid-career, while they are making such rapid strides, there is danger that the ceaseless tide of emigration may inundate us with a host of educated, sincere, and zealous monarchists. For it must be recollected that, while Europe is becoming covered with Common Schools, the divine right of kings and the excellence of their government form a prominent part of the course of instruction.

Hence, it becomes our glorious task to pile higher the ramparts of intelligent liberty, not only as a guard against open or covert assaults, but to serve as a refuge for the free spirits of the earth. The great trial of self-government is going on in this Union. It behooves us therefore not merely to prevent danger within, but to watch its approach from without. Above all, it is our duty, while we freely open our borders to the oppressed of every nation and clime, to raise up in our midst the great conservative principle of Educated Liberty, which alone can preserve, to us and the world the free institutions of Republican America.

Sixty years' experience has proved that the people of the United States are capable of self-government. The events of the past year show that the people of Pennsylvania have, deliberately and after full trial, adopted the only means of perpetuating that capacity. All admitted the means to be the general diffusion of sound and useful knowledge, The mode proposed was the Common School System. After

three years' experience, the question of its sufficiency has been decided by this State.

The whole Commonwealth is divided into one thousand Common School districts. Of these about seven hundred had the system in operation previous to the first Tuesday of May, 1837, when its continuance or rejection was to be decided by a direct vote of the people. On the day which was thus to determine the fate of the system, so far as information has been received (and it has been carefully sought after), not a single District declared against the cause of free education. All stood firm. And during the same season sixty-five additional districts for the first time came out for the system.

Thus the momentous question was forever settled, and at a time and under circumstances too, most unpropitious for such a result. The Common School System had been in existence for three years, but really had been in operation in a majority of accepting districts, only as a system of *taxation* and not of *instruction*. Its funds from the State were small, and whether from the Sate or from taxation were necessarily devoted, for the first years, to the procuring of school houses. Thus little or nothing was left for teaching. Neither was the deficiency supplied generally by private schools. Parents in many cases could not afford both to pay a school tax and the school-master, and even where they were inclined to do so, there were frequently no private schools for their accommodation;—the preparatory arrangements of the common system having discontinued them. In the interim, time did not stand still with the youth of the Commonwealth. They were growing up in ignorance by the operation of the very means which had been devised and adopted for their instruction. It would not have been strange, therefore, if public patience had become worn out and the system been generally voted down. That such was not the case, is proof alike of the intelligence of the State and of the popularity of the cause of Common Schools.

On the nature and future prospects of a system, which is thus firmly established and must become the hope and foundation of our happiness and liberty as a people, it seems proper to dwell somewhat at length.

II. CAPABILITIES AND PROSPECTS OF OUR EDUCATIONAL SYSTEM.

If the mind be permitted to contemplate the wants of our population, their manifested adherence to the present system, and the capacity of indefinite expansion which it possesses, its inevitable destiny, or rather that of the State by its means, will appear in true and bright colors.

The question which has been settled by the adoption of the Common School System does not merely declare that the people of Pennsylvania will have reading, writing and arithmetic taught, at the cheapest possible rate, to all, in half a-dozen comfortable school houses in each township. This, to be sure, is determined and is of itself a great deal. But greater and better things have been willed by the same vote. In the deep and broad foundations of the Primary Common School are also found the bases of the more elevated Secondary School, the practical Institute for the teacher and man of business, the Academy for the classical student, the College for his instruction in the higher branches of science and literature, and the towering University from which the richest stores of professional learning will be disseminated.

This fabric is not the vision of an idle dream, nor is it an attempt to give shape and direction to that which is yet undetermined and shapeless. It is sober deduction from the nature of things around us; and, if it have new parts, they are only such as are required to give strength and symmetry to others already in existence.

That the institutions just designated, by whatever name they may hereafter be called, will be in active existence in Pennsylvania before many years shall be added to the age of the Commonwealth, every one who is acquainted with the wants and determined character of her people, the nature and condition of her present literary institutions, and the spirit of the age, will acknowledge.

We are an ignorant people, and we know it. In making this assertion it is not intended to say that we are more ignorant than most other people or nations. That we are not a learned people, however, requires no proof. That we know our own deficiencies (which conviction is the foundation of all knowledge), is proved by our former want and recent adoption of general means to teach us the commonest rudiments of learning, in other words, of the system of Primary Common Schools. Thus we have, not in speculation but in actual existence, the wide and deep foundation of the fabric.

The course of instruction in the primary schools is yet imperfect, but is rapidly assuming a higher and more uniform character. It will, probably, ultimately consist of reading, writing, arithmetic and the rudiments of grammar, geography and history, accompanied throughout with sound moral culture. To the whole with great good effect may be added some knowledge of drawing and vocal music.

But our people will not—no people will, in the present age—rest satisfied with the mere rudiments of learning. They will reach after the branches next in order, and, as they are their own legislators, they will assuredly have them. In obtaining them they will adapt the means to their own *convenience* as well as *wants*.

In other ages and countries, the lower orders might be confined to the rudiments of knowledge, while the higher branches were dispensed to the privileged classes, in distant and expensive seminaries. But here we have no lower orders. Our statesmen and our highest magistrates, our professional men and our capitalists, our philosophers and our poets, our merchants and our mechanics, all spring alike from the mass, and principally from the agricultural portion of the people. Of that portion few can afford to send their sons to the distant boarding school, to satisfy the thirst for increased knowl-

edge acquired in the primary school. But satisfied it must be. The result will be that if their sons cannot be sent to the distant higher schools, the higher schools will be brought to their sons. This must be the case, because the parents thus circumstanced form the majority, and their decision will effect the object. The Secondary Common School will rise up in every district in the State, and within reach of all. The pupils who attend these will be of more advanced age and greater strength than the primary scholars. They will consequently be able to walk much farther to and from school; and in this fact will be found the limit of their number. Three miles to school will be about as far as the most distant should walk; and thus we shall have the secondary schools within six miles of each other over the whole State. Even now, this arrangement is in progress. In some towns and thickly peopled country districts which have Common Schools in operation, their classification into different grades, not according to wealth and rank in society, but to merit and advancement, has already taken place. In many others its necessity is acknowledged.

In the Secondary Schools all the branches commenced in the Primary will be further pursued and some of them completed. To these should be added Composition, Book-keeping, some of the branches of Mathematics, the principles of Surveying and Astronomy, History, particularly that of our own country, its law and government, and the morality of the Bible.

The want of competent teachers for Primary Schools, which is now felt in every district, and which must increase as the system rises and spreads in usefulness, will of itself build up *Teachers' Institutes.* The necessities of the youth who pass through Secondary Schools and are anxious to complete a sound ordinary business education, will create *practical Colleges.* These will, however, be the same institutions, for the simple reason that both classes who enter them will approach from the same point, viz: The Secondary District School, and will be in pursuit of the same kind of knowledge, with the single difference that the latter class will seek it for their own use exclusively, and the former for that of others. He who undertakes to impart the rudiments of educatiion to the youth intended for the ordinary and practical business of life, should himself be possessed of all the details of that education. On the other hand, he who has completed such an education should in some measure be fit to impart it;—so that the same institution which completes the particular kind of education, will be the most proper to prepare the teacher whose task is to commence it.

In creating these Practical Institutes, which are the only novel as they will be the most important part of our educational fabric, we are fortunately clear of embarrassment from old arrangements and prejudices. They can, therefore, be formed with perfect adaptation to their purpose, after obtaining all the light of experience in similar undertakings.

They should be at the head of the school system proper; and though they will become the main avenue to academical and collegiate instruction, yet they should, with the Primary and Secondary Schools, comprise a course perfect in itself, and be qualified to send forth both the competent common school teacher and the practical man of business.

These institutions should be free of cost to the student, but open to the meritorious alone. If the Primary School be free to all, and the Secondary to those who pass with credit through the Primary, and the Practical Institute to the most deserving of the Secondary Schools of each district, their stimulating effect on the system and upon the whole mass of intellect of the Commonwealth will be most salutary. Talent and genius will be called into life and usefulness from the remotest depths, and society will become what it should be: a body of orderly, moral and well-instructed beings, with the most worthy in front.

Four of these Institutes would accommodate the State for the present. They should be equally distributed over the Commonwealth, and established at such points as to afford easy access, cheap living, and pure air. Six professors in each would be sufficient to instruct all that will for some years attend them. Hundreds of thousands will pass through the Primary Schools annually; but death, want of a desire for further advance in learning, or the necessity of early labor for bread, will reduce them to tens of thousands before they reach the Secondary school room. And comparatively few will, for a long time, be the remnant who will attain the Institute.

The course of study should be that of a most thorough English education, comprising nearly all the branches now taught in Colleges except the dead languages:—such as Algebra, Geometry, Mensuration, Surveying, Civil Engineering, Natural Philosophy, Moral Philosophy, Evidences of Christianity, Rhetoric, Logic, Geology, Mineralogy, Chemistry and Astronomy, to which should be added instruction in Political Economy and the practical application of the sciences to the business of life—particularly to Agriculture and the Mechanic Arts, with a full and careful course of theoretic and practical instruction in the art of teaching for such as intend to devote themselves to that profession.

No cost should be imposed on the student attending these institutions, except merely that of his own boarding and lodging; and the latter should, as soon as possible, be prevented by the erection of lodging rooms, at the expense of the State.

The graduates of these Institutes will take different paths on leaving them. The one half will probably plunge at once into the active pursuits of life as farmers, merchants, mechanics, manufacturers, surveyors or engineers. One fourth will become teachers of Primary, and finally, as their experience and knowledge increase, of Secondary Schools. That proportion will be sufficient, because the business of teaching will then be a respectable, well-rewarded profession, and men will be found de-

voting their whole lives to it, and not, as now, adopting it as a mere temporary refuge from want or labor; so that a comparatively small number added to the aggregate annually will keep up the supply.

The remaining fourth will be such as desire a classical and more finished literary education, to fit them for the learned professions. To obtain this, the system of County Academies, long since most munificently commenced and now to be perfected by the State, will afford ample means, and form the next grade.

These institutions, which now dwindle or are wholly disused, will soon occupy their proper position in the system. Under the care of experienced classical graduates and furnished with proper apparatus, they will form the proper preparatory seminaries for the Colleges. By the bounty of the State, annually and permanently given, instruction in them can be afforded so cheaply as to place it within the reach of all. Many will enter them from the local private schools, and some from the secondary Common Schools. But to the well-trained student from the Practical Institute, should he enter, they will form a short and easy step in his scholastic course. One year, or at most two, will suffice to prepare him to contend for the highest honors of academical learning in the *College*.

Upon the College proper, such as is now in existence, the correct classification and permanent operations of the inferior institutions of the system will have the happiest effects. It will then receive a regular influx of students, trained from their infancy to habits of study and well grounded in all the rudimental branches. We shall no longer see persons studying Latin and Greek who are comparatively ignorant of their own language; or making havoc of mathematical science for want of a proper knowledge of arithmetic; or, worst of all, becoming learned in the history, geography, customs and government of ancient nations, while ignorant of their own.

Colleges thus founded and buoyed up by popular intelligence, will soon attain to the full dignity of learning. Their professors, who should be employed in the highest fields of literature, science and philosophy, will be relieved from the drudgery of the rudiments, and with well trained minds to act on, will accomplish in two years what is now the work of four. A diploma will then be really valuable, and a degree undoubted evidence of high advancement in learning.

Beyond this "foster mother" of all that is useful and lovely in learning, there will only be one step, and that will lead the unwilling student back again from the quiet shades of classic research to the scenes of busy life. His next abode will be the Professional University, placed in the crowded city. There, in daily alternations between the lecture room and the court house, the hospital, the laboratory, or other scene of his future professional duties, he will acquire the last lesson to fit him for adorning and remunerating that country which so munificently and constantly cherished his youth and his hopes. This is no fancy sketch. It is congruous in all its parts. It is reasonable and truly republican in all its combinations. It will bear investigation.

It contemplates two degrees of education. One, which all should possess to make them intelligent, good citizens, and which should therefore be *free;* and the other, which is desired only with a view to extraordinary acquirement or professional pursuit, and should therefore *not be wholly free*.

The first comprises all the branches of an ordinary business education in the Primary and Secondary Schools and the Practical Institute. The second is composed of scientific, literary and professional instruction in the Academy, College and University.

In freely bestowing the former the community will have two objects in view; first, to raise all its members to an equality of intelligence, by giving to each a sound preparation for those ordinary affairs of life which all must encounter; and, second, to prevent any who may soar into the eminence of science from becoming raised in their own estimation above the ordinary level, by retaining them on that level and in the companionship of their fellow citizens of every class, while acquiring those rudiments of learning common to all; in other words, to cause them to serve an apprenticeship to equality in early life.

Nor should it be supposed, in making this distinction between the two kinds of education, that one will be open to, and the other closed against, particular classes. Just the contrary.

The education completed by the Practical Institute will fit its possessor not only to perform his general duties with safety to society, but to earn his own subsistence. This is all which may be fairly claimed at the hands of the public. But, in giving the ability to do this, the power will also be bestowed to rise to any degree of eminence which the talents of each individual are calculated to attain. If, for example, instead of pursuing permanently the business of a teacher, farmer, mechanic, merchant, surveyor, engineer, &c., for either of which he is qualified, the graduate of the Institute wishes to pursue the flowery path of letters, or the more dull one of science, and does not possess from others the means of accomplishing his wishes, he has them within himself. The temporary performance of the duties of either of those callings will soon enable him to reach the object of his desires. Thus he derives from his country not merely an useful education, but one sufficiently profitable to provide for its own increase to an extent only limited by the powers of the human mind.

That the whole plan now designated is consistent and in due proportion, and that its grand divisions may either be united or separated as circumstances shall require, will appear by tracing a youth through his whole course. Let him be one intended for a learned profession, but without money:—

He enters the Primary School at *five* years of age. In five seasons he is prepared to enter the Secondary School. He is then *ten*. Four

years attendance here fits him for the Practical Institute. He is now *fourteen*, and is supposed to have hitherto maintained himself by devoting one third or even one-half of each year to the business of his parent or employer. He attends two terms at the Institute, occupying portions of two years, and in the interim earns enough to pay for his boarding and clothes. He is now *sixteen* years of age. He may next enter the Academy and pass from it to the second class in College, or, if his circumstances will not permit this, one year spent as teacher or clerk in a store, or in the business of agriculture during the day, and close study at night, provides him with means and fits him for entering College without attendance at the Academy. This he does at *seventeen*. The same process carries him through his collegiate course, and at *twenty-one* he is a graduate, with industry and acquirements well calculated for the study of any profession. He also possesses such an expertness and knowledge in general business as will gain for him support while in the pursuit, and employment when in the practice of, his profession.

For those who are less able or less diligent a longer time will be requisite, and a shorter for the more wealthy and studious; and when it is intended to proceed no further than the practical institute, three terms may with advantage be there spent. But, whether the path be rendered smooth by wealth or more tedious by poverty, whether the whole distance be traveled or only the half accomplished,—it would be open, free and equal for all, and will lead to the great end —public good and individual happiness.

This perfecting of the educational system of Pennsylvania may be objected to, on the ground of its expense. A short statement will show that it can be attained without embarrassment to the resources of the State. The addition of $108,719 (hereafter proposed) to the annual Common School appropriation seems to be necessary to the present prosperity of the system. That the Primary schools, thus aided, will produce the Secondary school is as certain as that the Common School System will continue. One cannot exist three years without the other. Thus $108,919 of further annual appropriation will secure the Secondary schools. Four Practical Institutes will require twenty-four Professors at $1000 per annum each. The other annual expenses of these institutions may be set down at $4000 each, making a total of $40,000 per annum.

To render them actively useful, the County Academies should be permanently endowed by the State. If to the larger counties be given $500, to the middle class $400, and to the smaller $300 per annum, this will make a gross sum of about $21,000. But this sum should not be given unconditionally. Each county should be compelled to put in sufficient repair the academy building heretofore given by the State, and to raise annually a sum equal to its portion of public appropriation. These united funds would bring down the price of academical instruction to a mere trifle, and ensure permanence and a qualified instructor to each.

The Colleges have equally strong claims. If to every institution of this class, with *four* professors and not less than *one hundred* students, exclusive of those in preparatory schools, $1000 per annum were given, it would make $8000, there being about eight tolerably strong institutions in the State. A further fund, say of $7000, to be distributed among such as possessed a greater number of professors and students, and in proportion to their actual excess, would have a most happy effect. All would thus be encouraged, but especially the most meritorious and useful institutions. This would form an aggregate for colleges of $15,000 per annum.

The University or Universities, (should there be two,) as mere professional institutions would not have strong claims on State aid, at least for some time. In their collegiate capacity they would, however, receive their part of the college fund.

The amount then, annually necessary to complete this magnificent plan would be:

Increase of Primary and Secondary Common School appropriation	$108,919
Practical Institute appropriation	40,000
County Academy "	21,000
College "	15,000
	$184,919

In this estimate are not included the appropriations to construct edifices for the Practical Institutes, and to aid in building the Secondary common school houses, both of which will be required.

To Pennsylvania who annually expends her millions in constructing works of internal improvement, and who in two or three years ought to realize an income from them much beyond their annual expense, this is a trifling sum to accomplish an object of such vast importance. The question presented is not merely, Will she who devotes two millions annually to extending her canals and railroads, bestow less than one-tenth of that sum to complete her system of education? Neither is it barely a question, as to the comparative value and dignity of intellectual wealth and physical resources—of mind and matter; nor is it a calculation of the profit to be derived from the correct application of scientific knowledge to the arts and business of life. These are certainly involved. But there is another and graver question to be determined on the proper decision of which and action under that decision, will probably depend the honor and prosperity, if not the very existence, of the Commonwealth. It grows out of our peculiar circumstances. It is this: Will Pennsylvania, whose singularly favorable position and exhaustless mineral resources are about to pour upon her almost unlimited wealth and prosperity—will she, thus situated, permit riches and ignorance with their inseparable attendants, luxury and crime, to flow over the land, and thus become a short-lived curse to herself, but a lasting lesson to the world? Or will she not rather cause the rays of sound knowledge to illumine the dangerous tide of wealth, and thus make the prevented danger even add to her honor?.

Having thus dwelt at greater length than was intended, on a scene which is the more interesting, because its speedy and certain realization is within our own power, the measures immediately necessary for improvement will now be stated.

III.—GREAT WANTS OF THE SYSTEM.

These are, so far as relates to the system proper, INCREASED AID FROM THE STATE, so as to lighten the burthen of taxation; and BETTER TEACHERS, so as to cause the funds of the system to produce the greatest possible amount of benefit.

INCREASE OF APPROPRIATION.

It may be said by some, that if a public system of instruction is to be kept in existence, it is immaterial whether the means are derived from tax, or from the State Treasury because in either case, the money belongs to the public. Though the fact is admitted, the inference is incorrect. Every dollar raised by taxation is taken directly from the pockets of the tax payer, and can never be returned except in benefit. If taken now, it is at a time too, when neither the recent popularity of the system nor his means can well bear it.

On the other hand, if the necessary increase be drawn from the State Treasury, neither is the benefit less, nor is it to be received as a loan which must be repaid hereafter by taxation. It is merely drawing on a source which is rapidly increasing, and will soon afford aid to any desirable and reasonable extent. The public works of the Commonwealth are this source, and will, in a very short time, not only repay the funds hitherto loaned to their use by the Common School System, but will add any sum necessary for its support and perfection.

It is not intended to assert, that taxation in aid of public education will ever wholly cease. A large amount of assistance from that source will for some years be indispensable; nor will it perhaps ever be found prudent wholly to discontinue it. The system cannot be kept in useful existence, unless the people feel an interest and take an active part in its operations. All experience shows that this interest, to continue and be useful, must be a direct and pecuniary one. Under such a motive, the conduct and accounts of the officers of the system will be closely scrutinized, and the whole machine kept in cheap and efficient action. Without it, the contrary would soon be the result.

The amount of tax actually necessary will never equal what each member of society, on an average, paid for the education of his own and the poor children of his district, for the support of paupers from intemperance and ignorance, and for the punishment of crime from the same cause, under the old order of things. During the past season it fell far short of that sum, except in a few instances, though the amount then required for procuring school-houses swelled the tax to a sum which will hardly hereafter be equaled. The exceptions alluded to are those of a few citizens, of each district, of large means; but they do not, or should not complain. It is in the intelligence and knowledge of rights, generally diffused throughout society, that they must find their surest protection in the enjoyment of their property. Without this, history teaches the impressive lesson, that *force* soon makes *title*, and that *possessions* only mean so much as each can keep by the strong hand.

It is a fair estimate that the number of children who will attend the Common Schools when in operation over the whole State, will equal the whole number of taxables. By the septennial enumeration of 1835, the taxables were 308,919. The present cost of teaching each child for one quarter is $1.10; but when the preparatory arrangements are complete and the system in proper operation, it will not in all probability exceed $1.00; accordingly it will require something over $600,000 to teach the children of the Commonwealth during six months in the year, which is as short a period as is contemplated by the present law, or is calculated to produce any considerable benefit.

The principle on which State aid is now given seems to require an addition to the annual appropriation, if even but six months instruction is to be secured. The amount of tax to be raised by the districts is in all cases to be equal to the sum given by the State. One-half the cost of six months tuition, which is about $300,000 should therefore be advanced by the Commonwealth. If the districts raise more than this equal portion, the public will have the advantage in the increased time of instruction.

But the strongest argument in favor of a larger appropriation is the fact, that it will strengthen the popularity and render easy the spread of the system. An additional appropriation now, will turn the scale in many places where it is yet balancing, and will keep it steady where recently turned. The effects of the increased annual appropriation given in 1836, and the school-house fund in 1837, were most beneficial. If anything were required to cheer the Legislature on in the patriotic footsteps of their predecessors, an ample motive may be found in the fruits of this former liberality.

The addition to the annual appropriation should not, in the opinion of the undersigned, be a fixed sum, but one bearing a certain proportion to the number of taxable citizens of the Commonwealth. The present annual appropriation is equal to about sixty-four and two-thirds cents to each. If raised as proposed it would be only one dollar for each taxable, yet would secure annually six months teaching and be otherwise advantageous.

This mode will prevent the necessity of legislation hereafter to increase the State aid to the schools, because its operation will be to make the appropriations keep exact pace with the wants of an increasing population, and the growing means of the State Treasury.

It will introduce certainty into the system: For instance, when the directors desire to know their district's proportion of State money, it will only be necessary to ascertain the number of taxables. Under the present law when this

information is required, they are compelled to apply to the Superintendent.

It will even have a beneficial and republican effect in extending the right of suffrage. If each district's amount of State school money depends on its number of qualified citizens, every one really taxable will be assessed, and thus qualified to vote at all elections.

Under these impressions, it is earnestly and respectfully recommended to make the annual State appropriation equal hereafter to one dollar for each taxable citizen. This for the present, will cause the addition of $108,919 to the existing appropriation.

Most fortunately for the system, the means, at least for the ensuing year, of affording the proposed addition are possessed, without interfering with any other project or calculation. By the fourth section of the act of 27th of February, 1837, the interest of the surplus revenue, received by this State, is "ordered to be applied to the fund for the support of Common Schools within this Commonwealth." The sum already received into the Treasury amounts to $100,000, and will be considerably increased before the principal can be expended for internal improvement or other purposes. This money has not been embraced in the estimates of the State Treasurer, Governor, or any other officer, and has not therefore, been calculated on for any other public use. All that is required is the passage of a bill, or resolution, authorizing the addition and payment after the first Monday of June, 1838, of so much of it as will raise the ordinary annual appropriation to the amount proposed. This will accomplish all that is at present needed by the Primary Common Schools.

This measure is the more proper, inasmuch as doubts have been entertained by the State Treasurer and Auditor General, whether it was not the intention of the Legislature, in passing the act in question, that the whole sum of interest should be added to, and distributed with the ordinary annual State appropriation. The words used in the fourth section are certainly open to such interpretation, though the undersigned is of opinion that their true construction is different. The use of the word "Fund" renders it certain that the permanent "Common School Fund," established by the Act of 2d April, 1831, was intended, and that the whole interest must be added to that "Fund," and cannot be distributed annually, without further legislation.

The permanent Common School Fund, established in 1831, amounted, on the first of the present month, to $1,529,646.33, exclusive of the interest on the surplus revenue just mentioned.

IMPROVEMENT OF TEACHERS.

The want of more and better Teachers is by far the greatest difficulty of the system. Without these it cannot long retain the degree of public favor now possessed, and with them its capacity for usefulness will only be limited by the necessities of the rising generation.

The means of supplying this last and greatest want have occupied much of the thoughts of the Superintendent. He has come deliberately and unhesitatingly to the conclusion, that the best mode is the establishment of SEPARATE FREE STATE INSTITUTIONS for the instruction of teachers. Two others have been proposed and partially tried, with little success:

One is, *to strengthen the County Academies by State patronage, so that they shall instruct and furnish each county with a sufficient number of good teachers.* It was mainly with a view to this end, that the practice of giving public aid to these institutions first commenced. It has been over and over asserted, that they form the only hope of the State, in improving her teachers; but they have for twenty years disappointed that hope. And they must, from the nature of things, continue to do so. As teachers' seminaries they will never accomplish anything, though as general academies they should be cherished. And why will they not accomplish this end? The reasons are plain:

They are not at present qualified to become useful seminaries for teachers. The most flourishing County Academy does not possess more instructors than one principal and one or, at most, two assistants of more limited qualifications. The main attention of these instructors should, and forever will be directed to their proper calling, viz:—that of academical and classical teaching. The small remainder of their time, perhaps a lecture once a week, or a hurried lesson each day, snatched from their proper duties, would be all that could be afforded, and must form the professional course of instruction of him on whom devolves the momentous task of giving its first direction to the moral and intellectual character of the State.

Nor can they *ever* be made to afford more than this limited degree of instruction, unless to the injury of their proper and highly valuable academical character, and at unnecessarily great cost to the State. There is no truth better established than that the attempt simultaneously to accomplish different objects prevents full success in any. In the present instance, either the academy, as a preparatory institution for higher classical and literary pursuits, must lose its standing, or injustice be done to the candidate teacher. Even if the two objects might with safety and success be pursued in the same institutions, which is denied, still, neither the foundation of an academy is broad enough nor its means sufficient.

In New York the attempt to connect academical with teachers' institutions, though not on such a large scale as would be necessary in this State, if all our County Academies are to be used, has failed as a means of supplying a sufficient number of teachers. Eight academies received aid from the State, on condition of adding a teachers' department to each. The recent message of the Executive seems to admit the insufficiency of this mode, and recommends the establishment of separate normal schools for teachers in each county. This, so far as the experience of one State goes, determines the impropriety of connecting the two kinds of in-

stitutions. Whether the number of separate normal institutions, now proposed, is too great or not, is another question.

The adoption of County Academies for the preparation of teachers would so *subdivide* the small amount of acquirements and experience in this department, which the present generation possess, as to cripple its usefulness. More than fifty professors would be required, all of sufficient qualifications to act as Presidents of their respective institutions, because each county ought of right to possess as good an institution as every other. But if four or six separate institutes were adopted, twenty or thirty professors would suffice, only four or six of whom need be qualified to act as Presidents. This consideration will be found to possess great weight, when it shall be discovered how very rare are the persons qualified for the task; yet with one well qualified head to each institution the other departments can be filled with comparative ease. Without that head, whether the institution have one or many professors, it will be worth little.

The *location* of County Academies is objectionable for the purpose in view. They are in all cases situated at the seats of justice, where living is more expensive than in any other part of the county. If only a few strong teachers' institutes were to be established, even at the county towns, this objection might be overcome by providing lodgings and other advantages, at the public expense; but to do so at fifty points in the State would be out of the question.

Their *organization* and *moral government* are insufficient as seminaries for teachers. They are, almost without exception, mere day-schools, without any control by the instructors over the pupils, except during school hours. This is an insurmountable objection; the moral training of the young teacher being by far the most important part of his education.

The *companionship* of the County Academy is not the proper one for the youthful teacher. By this is not intended the vicious example presented in large towns, (though this should not be forgotten, particularly when the pupil is under no permanent moral control,) but his society *in school.* He who is about being sent forth into the world to perform the highest and most difficult duty of man, in training the young mind to knowledge and virtue, is taken from the society of boys, and expected at once to shake off his frivolity and giddiness, and, with little precept and no practice, to assume the grave functions of a teacher!

But the conclusive objection is, that these institutions have long been in vigorous activity in some counties and have accomplished little, if anything, towards the object in view. Surely if they are capable of being made to do much good, it is not unreasonable to ask for even a small specimen.

These are some of the reasons which have hitherto prevented a supply of teachers from County Academies, and should cause the friends of the education of teachers to look for success in some other direction.

The other mode suggested is, *the agency of the Colleges.* Against this the Superintendent would most earnestly raise his voice, both on account of the injurious consequences to the colleges themselves, and the insufficiency of the means.

The Colleges of Pennsylvania, after struggling for years against adverse circumstances, which it is unnecessary to enumerate, are, it is confidently believed, about to be sustained and raised by the State to that standing which their own merits and her honor require. It would be the height of injustice now, for the sake of mere temporary considerations, to clog them with that which does not properly pertain to their design, or to add conditions to the proposed aid not only unworthy of her, and injurious to them, but not calculated to accomplish the desired purpose.

A College is, or should be, a chartered and permanently endowed institution, for instruction in the liberal arts and sciences, with power to grant degrees. All who enter it should stand on a footing of perfect equality, except so far as the necessary arrangement into classes and the natural difference of mental capacity separate them. All should have the same high object, viz: a diploma, in view. None should be there in pursuit of other objects to the injury of the proper design of the institution; and above all, none should be subjected to the pain of witnessing a contest for honors from which they are debarred, or of bearing the sneer which rankles none the less because it is unmerited.

That this would be the consequence of the presence of the unpretending candidate-teacher cannot be denied, for its cause rests deep in the workings of human nature. That it ever can be avoided is as doubtful as is the absolute perfectibility of that nature. The prosperous pursuit of a high object will ever impart feelings of complacency, too often of arrogance. The inability to enter upon it will engender a morbid sensibility either to see or to suspect contempt. Both feelings are alike injurious to the individuals and to the institution which is their theatre.

Instead of encumbering the Colleges with that which does not belong to their object, the State should aid them unconditionally in their own work. This can never be done by exacting from them a certain amount of service for the aid bestowed, and that service too without their proper sphere. If the Colleges are to be aided, they should be aided as Colleges, and not mocked with the semblance of assistance in no degree promotive of their own benefit.

But even if the present purpose is at all practicable with justice and safety to the Colleges, it can only be in a partial degree and as a secondary object. The time is forever, it is believed, passed when the preparation of teachers will or can be made subordinate to any pursuit or object whatever, or be assigned to some inferior department in an obscure room attached to any institution however high or celebrated. It demands and before long will receive, independently of all other objects, the chief care and the best talent of the Commonwealth.

On the other hand, to make the Colleges at all sufficient to supply the immediate and

urgent wants of the system, (granting for a moment the possibility,) either their present number of professors must be doubled or their present functions cease. They have now an aggregate of seven hundred and ninety students to about thirty-six professors. It is supposed that the time of these professors is wholly occupied by their existing duties, and that though they could probably instruct *larger*, yet that they could not do justice to *more* classes. Additional professors must therefore be provided for the teachers' classes. Not less than two thousand teachers, or one-fifth of the number required for the whole State, should, to commence efficiently, be under instruction at once. This number would leave two hundred and fifty students of this kind to each College, who would at least require the whole attention and time of all the present faculty, or make the doubling of their number unavoidable. In the one case the Institutions must at once give up, and, in the other, soon merge their proper collegiate character; either of which would be a public loss.

But, admit that teachers could be as readily prepared in the proposed appendages to the collegiate as in separate Institutions, it is believed that the result would be most injurious to the cause of education and the profession of teaching. It must be borne in mind that education has suffered almost as much from the want of due respectability in the professors in the art of teaching, as from want of knowledge. But to place them in a higher literary institution to whose honors they cannot aspire, and consequently in an inferior and equivocal position, would be a singular mode of raising them. This doubtful and subordinate rank would dwell like an incubus on the character of the profession. On the individual teacher its souring and depressing influence would be most injurious, and through him, as an inevitable consequence, would reach and affect the whole ground work of education.

The sectarian character of most, if not all, of the Colleges presents a strong reason against the connection. In this remark it is not intended, on the one hand, to convey the idea that Colleges ought not to be managed by particular sects, nor on the other that the teachers' seminary should be without sound moral instruction. Each College may, with perfect safety to freedom of conscience, belong to one denomination, so long as there are others in the State controlled by different sects, and so long as each student is at liberty to enter and depart whenever he chooses. But the candidate teacher would not at all times be enabled to select and change his College; and the fact that he was preparing for his public duty under the instruction of a particular sect, even though it did not actually interfere with his religious sentiments, would inevitably beget distrust in the public mind. The separate institution would be liable neither to this evil nor to the suspicion of it. The professors being appointed by some public authority, would, as a matter of course, be selected indifferently from the various denominations, and thus, at the same time that sound moral instruction was afforded as a part of the course of education, the check of public opinion and the presence of different denominations in the faculty, would liberalize its character.

The Colleges have already been tried as a means of supplying teachers, and with little success. Within the last eight years $48,500 have been given by the State to five of these Institutions, principally on condition, that they should instruct a certain number of persons (ninety-one) for teachers of English schools, annually for a specified time. Last year there were sixty-one students preparing for this business in all the Colleges of the State. Every one knows how few of the persons who are thus prepared ever actually exercise the profession. It is doubted whether there are, at the present moment, in the whole State, one hundred persons, thus educated, permanently and actually engaged as teachers of Primary schools. Hope from this quarter is dead.

The present professors of the Colleges, merely as such, are not qualified to instruct teachers. In making this assertion it is not intended to doubt their talent or ability for their proper duties. On the contrary, it is known and cheerfully admitted, that as a body, their qualifications and standing are honorable to the State. But the kind and manner of teaching in a College, are widely different from those of a primary school. To understand one does not argue a knowledge of the other; but certainly, whether the theoretical science is possessed or not, actual experience is not claimed.

The manner heretofore adopted by the State, to secure the education of teachers by the Colleges, was to cause them to afford tuition in the proper branches, free of charge, to a certain number of young men. This has been done, it is believed, by all the Colleges whose duty it is, whenever the proper number of applicants offered. But, having failed to effect the desired end by this means, a new proposition is now made. It is, that the State shall pay the college a certain sum for every young man prepared to fulfil the office of Common School master: the State at the same time, taking a bond with surety from him that he will exercise the calling for a stated time; the bond to be enforced if he fail to do so, otherwise to be of no effect; and he of course receiving the ordinary salary of a teacher, while engaged.

This project seems to be even more objectionable than the other. It can never meet the wants of the system. The young man who could get sufficient surety in such a bond, could, on the strength of the same good character which obtained it, procure the money or the means of accomplishing his *unconditional* education, at the completion of which he would not be confined to one business, but be free to devote himself to the most profitable. It removes none of the objections against coupling the instruction of teachers with the collegiate course, but in addition to the main fault of educating them in a subordinate department, adds the clog of a bond, and thus sends them out into the world bound to a profession, which,

however tolerable or even agreeable when freely pursued, will inevitably soon become irksome and disagreeable when fastened upon them. They will not perhaps murmur openly against the *debt*, but vent all their ill-humor against the *profession*. Its exercise will thus become not merely unpleasant to themselves, but odious in the eyes of others, who, under different circumstances, might have devoted themselves to it.

It is hoped that Pennsylvania, which has bestowed freely so much for the promotion of learning, will not now eke out, at a price in dollars and cents, a conditional education to him to whom the best stores of knowledge should be poured out largely and without price. Above all, it is believed the time never will come, when she shall appear in court against, or pursue to another State as a fugitive debtor, a son whose spirit she had damped, and whose home she had rendered unpleasant, by her conditional bounty.

This view of the matter takes for granted that the bond will be fulfilled, or the surety made liable. It should not however be forgotten, that the one may be broken and the other prove worthless. Teachers to be fully useful must be independent. To make them so, their education must be free, and their seminaries separate —at least not subordinate.

It is unnecessary to repeat the remarks presented in a former part of this report, in support of the propriety of establishing Practical Institutes for teachers, and to serve as the highest seminaries of the free system. Neither is it requisite to show that, if properly organized, they will possess all the advantages wanting in academies and colleges, and that they will add to the prosperity and usefulness of those institutions.

It is only necessary to picture to one's self, the finished teacher, emerging from a course of proper intellectual and moral training in an independent institution, to be convinced that he is a different being from any that we have yet seen. He leaves the walls into which he had forced his way by merit—and where he stood the equal, and his proposed profession the first object, of all—with a dignity of purpose, a fitness for his calling, and a desire to exercise it, unattainable by any other means.

What should be the organization, course of study and minute details of the Practical Institute? The Superintendent will not attempt to answer this question, because he is neither capable of doing it fully nor is it necessary that it should be done now. Time must be taken for the task by whomsoever may be designated to perform it. Information must be sought, the experience of other countries be collected, and the utmost care taken that no radical error shall enter into the plan.

It is not now proposed that complete institutions, such as those attempted to be described, shall forthwith be established. They, should they be established, are intended to raise up and educate in all the branches of a finished English education, a body of teachers from and for the primary and secondary schools. This will require years. But the wants of the system will not bear the delay of years. Some must be supplied now.

The present proposition, then, is *immediately to establish two Seminaries, exclusively for improving the present generation of teachers*, which shall by degrees rise and widen into *Practical Institutes*, such as have been described, after this temporary purpose shall have been accomplished. A present appropriation of $25,000 and an annual sum of $20,000 for two years afterwards will effect this. Little, fortunately, will be required for outbuildings. Madison College, at Uniontown, Fayette county, and Franklin College, at Lancaster, are both vacant and both well situated so as to accommodate the most populous parts of the State, and easy of access by railroads, canals and turnpikes. It is also said that one or other of the Colleges in Washington county might perhaps be induced to change its character for the good of the cause of education, should Madison not be adopted. Hereafter when additional Institutes become necessary, some point in Luzerne or Lycoming, for the northeast, and in Venango or Jefferson, for the northwest, might be selected, with Centre for the middle Institute. But, for the present, buildings nearly ready for use can be obtained at the places just named. It is supposed that $2,000 would put them in sufficient repair, $6,000 would provide a small Library, philosophical apparatus, specimens for the illustration of the natural sciences, etc. $12,000 would pay the salaries of twelve Professors, six for each Institute, and $2,000 would provide them with dwelling houses, leaving $3,000 for contingencies.

The mode of instruction should be by lectures, with subsequent examinations; recitations in classes; model schools, etc. Each professor should deliver at least one lecture to the whole number of students every week, and meet a class for recitation twice each day.

The sciences taught might be Grammar, Geography, History, Mathematics, Chemistry and Mineralogy, Natural History and Botany, Moral Philosophy, with the Evidences of Christianity, etc. It is not meant that these branches, or any other that might be added, should be taught in the ordinary manner, as if to mere learners for their own benefit, but that instruction in them should be coupled with directions for the best manner of imparting them to others. For instance, the best text-books should be pointed out, the kind and manner of obtaining the necessary apparatus and performing the simpler experiments explained, etc.

Thus the most important branch would, as it should, be *the art of instruction*. Knowledge in other arts and sciences should only be imparted as incidental and secondary. This could be accomplished by forming the scholar teachers themselves into model schools, and while adding to their store of general knowledge, enabling them also to impart it with full benefit and effect to others. In this way the correct principle of the classification of pupils—the modes of stimulating industry and rewarding merit—the best kind of school books—the use

of the blackboard and other school-room aids, could be made known; and in six or even three months a teacher of the most limited qualifications, but possessing ordinary intelligence, could be improved into a highly useful instructor.

The expense to the teacher would be very trifling. On the supposition that he could only spare three months from his school in each year, the cost for that time need not exceed thirty dollars, viz: twelve weeks board at two dollars per week, and six dollars for traveling expenses. Two such courses would add so much to his usefulness, that the Districts generally would soon find their advantage in aiding their teachers to attend the Institute.

Each Institute could easily afford instruction to one thousand persons in the course of the year; and would in this way soon improve the whole body of teachers in the State.

To teachers attending a certain time, passing an examination, and sustaining a good moral character while at the Institute, a diploma should be given, with a certificate of the exact grade of professional qualifications possessed. These would secure employment to the possessors, and prevent the necessity of an examination by Directors, very much to their relief and the benefit of the system. The hope of obtaining such a passport to confidence and employment would, undoubtedly, form a strong inducement to enter the Institution.

The undersigned is firm in the belief that this cheap and practicable mode, will, if adopted, revolutionize the whole business of teaching in two years; and that in five years, the full Practical Institutes having then grown up, the name of "School Teacher" will be among the most honorable in the land. When that shall be effected, the spirit of learning will spread over the whole State, and the perfection of the system be soon accomplished.

Five Practical Institutes would be capable of affording instruction to 2,500 students at one time. Of these, the one-half (1,250) would usually complete their course each year. If even the one fourth of these annual graduates should devote themselves to the business of instruction, such a regular and continued accession to the body of teachers would form an abundant supply. The rest might apply themselves to other pursuits, and enrich the community with their knowledge in every branch of business.

IV. BENEFICIAL RESULTS OF SYSTEM THUS FAR.

During the past summer and autumn the Superintendent visited the seats of justice of thirty-three of the counties of the State, for the purpose of ascertaining the condition of the system, and of settling, on the spot, such controversies as were subject to his jurisdiction. The counties visited were York, Adams, Franklin, Bedford, Somerset, Westmoreland, Fayette, Greene, Washington, Allegheny, Beaver, Butler, Mercer, Crawford, Erie, Venango, Jefferson, Clearfield, Centre, Mifflin, Juniata, Perry, Cumberland, Huntingdon, Cambria, Indiana, Armstrong, Union, Northumberland, Lycoming, Luzerne, Columbia and Schuylkill. This tour was found to be so valuable as a means of gaining the most useful and exact knowledge of the state and wants of the system, and of introducing harmony and uniformity into all its operations, that nothing but a want of time prevented its extension to all the counties. It is proposed to complete it next summer.

By this means a direct personal interview was enjoyed with more than two thousand Directors, and a large number of Teachers and other intelligent persons interested in the cause of popular education. Many schools, a number of academies and four colleges, were also visited. During the same period a large number of letters giving explanatory decisions and advice under the school law, were also written, exclusive of circulars, warrants, plans of school houses, blank forms of report, &c. On the whole, such a mass of information was acquired and imparted as could scarcely have been possible in any other manner.

The most striking change remarked is, in the kind of controversies submitted to the Superintendent. Heretofore they were generally such as grew out of opposition to the Common School System as whole. Now they relate to contests for its advantages, such as the location of a school house, distribution of the district funds, choice of teacher, admission of pupils, &c. The strife was formerly *against* the law; now it is *under* the law for its benefits.

Another valuable change is the greater degree of regularity which has been introduced into the transactions of Directors. The different Boards now entitle themselves with much more promptness than formerly to their State appropriation, and make their reports with more fulness and punctuality.

In a large majority of accepting districts the crisis of the system is passed. The school houses are mainly completed, and hereafter a small amount of tax, in addition to the State appropriation, will keep the schools in operation a great portion of the year. It can now be judged by its legitimate fruit,—*sound and regular instruction*, and not by its unavoidable but unpopular incident,—*taxation*.

The profession of teaching is much elevated. Instances of bad moral character and intemperate habits are hardly to be met with, though formerly School Masters, who above all others should be perfectly exemplary as a class, were not remarkable in this respect. In the towns and boroughs there is a most marked and gratifying improvement both in qualifications and character.

The compensation of teachers, though far from what it should be, is increasing. This is producing, though slowly, its sure effect, improvement in their qualifications as a body. Expulsion for bad character from the profession and increased remuneration, are beginning to induce persons to exercise it who could not and would not do so a few years ago.

A most beneficial spirit of inquiry, as to the best kind of school books is excited. A few years ago there was perfect indifference on the subject. Its vast importance is now beginning to be appreciated.

One of the most cheering results of the system, which is becoming more apparent every day, is the removal of the odious distinction between rich and poor scholars, and the readiness and harmony with which all are learning to meet as equals on the broad platform of education.

Among the fruits of the system are also to be mentioned the increased number of children (fully double) brought under the school roof by its means, and the decreased cost of instruction (one-half) since its adoption in the accepting districts.

But by far the best effect is the general discussion of its merits and of the nature and best means of education generally, which has been spread over the whole State. Many mistakes have, it is true, been made, and wrong measures of detail adopted, but the experience acquired even in the progress of correcting them, is invaluable. The whole State is awakened: the whole population is learning on the subject. Some there are, to be sure, who yet contend against the free school, but their very opposition spreads and deepens the knowledge and conviction of its superiority.

V. DETAILS OF THE SYSTEM.

1. Comparative Synopsis.—The following statement will exhibit at one view the progress of the system since the date of the last annual report:

	1837.	1838.	Differ'nce
The whole No. of districts . . .	987	1,001	14
The No. of paid districts	603	765	162
The number that reported . . .	573	664	91
Whole number of schools	3,384	4,089	705
Whole number of teachers . . .	3,394	4,841	1,447
Whole number of scholars . . .	139,604	182,355	42,751
Av. comp. of male teachers . . .	$18 38	$18 89¼	51¼
Av. comp. of female teachers . .	11 96	11 79½	16½
Duration of teaching	4 m. 3 d.	6 m 0½	1 m. 27½
Cost of each pupil per quarter . .	$1 06¼	$1 27½	21¼

It will be perceived that there is an increase in nearly every one of the items in the foregoing statement since last year, all being favorable to the system except those of the salaries of female teachers, and the cost of instruction per scholar. It is believed that this last average is not exactly correct, many of the districts having included under the head of instruction, expenses that should have been embraced elsewhere. The Superintendent would estimate the average at $1.10, being little more than that of last season. The cost of teaching will, beyond a doubt, be further reduced. When all the children of each primary district get into the habit of attending school, which is by no means the case at present, the average will be proportionably diminished, as no additional expense will thereby be incurred.

2. Districts.—The whole number of districts (townships, boroughs and wards), in the State, exclusive of the city and county of Philadelphia and the city of Lancaster, as near as can be ascertained, is now 1001; of these 765 are accepting districts, having assessed a tax and received their appropriation for the past year, being 162 more than at the date of the last report. Since that time none have discontinued the system at the triennial election on the first Tuesday of May last, and sixty-five have for the first time accepted.

The principal increase of accepting districts is in the mixed and German counties. The system has done little more than held its own in the "Friend" counties of Chester, Montgomery and Bucks. Delaware, owing to peculiar circumstances, has only two non-accepting districts. These facts deserve to be noted for use when a general revision of the school-law shall take place.

Six hundred and sixty-four of the accepting districts have reported their operations for the past year. The remaining 101 are principally such as accepted, for the first time, last spring, and have not yet commenced teaching, being engaged in building school houses.

The number of districts is continually increasing by the formation of new townships. There seems to be little change necessary in the law with regard to them, except a provision making it the duty of the proper County Commissioners to ascertain and return to this Department the number of taxables in the bounds of the new township, according to the next preceding septennial enumeration of taxables, and the proportion taken from each of the old townships out of which the new one is formed. This can only be done by the Commissioners, and without it, it is impossible to pay their appropriation to the new districts. It would also be well to direct that in case of the formation of new districts, the actual separation in school affairs should not take place till the termination of teaching for the current season; but permitting the new board of Directors, should any be chosen in the mean time, to levy a tax, receive appropriation, provide houses, and make all other preparatory arrangements for the succeeding year's operations. This would prevent many unpleasant disputes.

Districts composed of wards or boroughs are found to differ in many of the details of the system from those in the country. No division into sub-districts, or of the district funds among the schools, is necessary. The large number of Directors, which is generally complained of in the country, is found rather to be a benefit. Schools are formed not by territorial limits, but according to the age and advancement of the pupils,—very much to their benefit, to the ease of the teacher, and to the promotion of economy and system in expenditure. And, instead of having the recess, if any occur, take place in summer, which is required by the agricultural pursuits of country districts, it is often found better, for the purpose of saving fuel and for other reasons, to have it in the winter season.

3. Primary Districts.—Districts are divided at the discretion of Directors into sub or primary districts, containing generally one school each. In districts that have the system fairly in operation the average number of primary districts in each seems to be about seven, and their extent about three and a half miles square.

With the exception of the location of school houses, the arrangement of primary districts is the most fruitful source of controversy. The practice of sub-division has become very general and should be encouraged. Frequently, however, it is performed hastily, and in all cases gives more or less dissatisfaction at first to the persons residing at the extremes. This often produces angry feeling, and in a few cases the decision of one board of directors has been reversed by the next, and an entirely new subdivision attempted, to the great injury of the system and the district after the school houses had been located and built. and other permanent arrangements completed. This ruinous practice of an entire remodeling of the district has on all occasions been discountenanced; at the same time the formation of new Primary districts out of two or more old ones, or the mere change of boundary for the better accommodation of persons who had real cause of of complaint, has been encouraged.

It may before long be found necessary to make the formation of primary districts obligatory on directors in all cases, except in towns, and to prohibit by law any change in their bounds except at a full meeting of the proper board of directors, and with the consent of the committee of the primary district concerned. This latter provision will at least prevent hasty and injurious action on this delicate point; and will in most cases produce such results as will be acceptable to the majority.

4. *Secondary Districts.*—There are yet no secondary districts, though secondary or "high schools" are in existence in many of the larger towns, as Carlisle, Washington, Lewistown, etc. In Carlisle particularly, the arrangement of the free schools is most admirable. But secondary districts and schools cannot long be generally dispensed with. Every feature and advance of the system points to them. Where such districts are formed, they will probably in the country consist of not less than two nor more than four primary districts. The school being at the centre of such a district will be within reasonable distance of all. The details of its government should be vested in a board composed of one member from each of the primary districts composing it, with a general power of supervision reserved to the directors of the district, as in the case of primary districts.

5. *Directors, Presidents, Secretaries and Treasurers.*—The whole government of each district is at present lodged in a board of six directors, with an appeal to the Superintendent in certain cases. Their officers are a President and Secretary, who must, and a Treasurer who should not, be members of the board. Neither the directors nor any of their officers are compensated for their services, but the treasurer gives bond for the faithful performance of his duties.

The duties of the Board are,—to appoint their own officers; fix the amount of, and assess the school tax, and make exonerations; make subdivision of the district if they deem it expedient; locate and build or otherwise procure school houses, and purchase the lots; examine and appoint teachers, except in primary districts formally laid off, in which case they only possess the right of confirming or rejecting the nomination of the committee, and of dismissal for ill conduct; distribute the school funds among primary districts; fix the salaries of teachers in all cases; visit and regulate the schools when in operation; prescribe the kind of books to be used and the duration of teaching in each year; designate the school into which each pupil shall be admitted; suspend or dismiss pupils for bad conduct; make all necessary district regulations or by-laws, and cause to be prepared and transmitted to the Superintendent annually a report of their proceedings.

The President's duties are,—to preside at the meetings of the board; to issue the warrant and duplicate for the collection of the district tax to the township collector "or some other suitable person," and to take bond to secure the faithful discharge of that duty; to take bond from the treasurer; to sign the certificate to the Superintendent of the assessment of tax on which the State appropriation is paid; to sign all orders on the Treasurer issued by order of the board for the payment of the district expenses; and to sign and transmit the annual report to the Superintendent.

The Secretary's duties are,—to keep the minutes of the board; prepare the duplicate of the school tax; keep an account of abatements and exonerations; prepare and attest orders on the treasurer and other documents signed by the president; and make out the annual report.

The duties of the Treasurer are,—to give bond for the faithful discharge of his duty; receive all State appropriation, district tax, and other funds of the district; pay all orders of the board signed by the president and attested by the secretary; settle his accounts annually before the township or borough Auditors; and pay over the balance to his successor in office.

This all looks well and systematic on paper, but unfortunately is found defective in practice. In many cases, the directors either neglect or refuse to perform their duties, to which there is no mode of compelling them, thus paralyzing the whole operations of the district. In others, it is complained that the large powers of their office are not exercised with sufficient regard to the wants and feelings of the district. The many and unpaid duties of Secretaries are frequently neglected; and it is very often impossible to obtain a person to undertake the trouble and liabilities of Treasurer without any compensation.

In the last annual report, it was proposed to allow directors and their officers a slight compensation for their services. Either this course must shortly be adopted, or their numbers and duties must be decreased. The Superintendent has been inclined to favor the latter mode, by the information and experience of the past season.

The strong and increased anxiety manifested in every district for the welfare of the system seems to render it certain, that the powerful motives of self interest and love of offspring may be so operated upon and brought to bear in its

favor, as sufficiently to stimulate the exertions of most of the officers. Nothing but the greatest desire for its benefits could have carried the various boards of directors through the performance of their burthensome, often thankless, and always difficult tasks, in locating and building the school houses and putting the system into operation. That portion of difficulty is now, happily, nearly completed or better understood. Future operations will, it is hoped, be less embarrassing.

The following changes would probably produce the desired activity in the officers of the system, and at the same time command the confidence of the public:

1. Such a diminution of power and labor as will relieve the board of directors, (decreased to three in districts preferring that number), of all the acts and duties not pertaining to the whole district, leaving them only the regulation of school tax; appointment of collector and treasurer; distribution of school funds; procuring of school houses; examination of teachers; annual or semi annual visitation of the school; formation and change of primary districts in the manner before mentioned; and preparation of the annual district report. The whole of this might be performed in a very few days in each year, and could not be so burthensome as to prevent its performance by any citizen even of moderate public spirit.

2. Such an increase of the powers of the committees of Primary and Secondary school districts (when the latter are established) as will give them the control of all matters solely pertaining to their respective schools; among which would be the selection and employment of the teachers, subject to examination by the directors; the adoption of school regulations and of school books; the visitation of the schools; the provision of fuel; the transmission of scholars from the Primary to the Secondary school; the preparation of a quarterly report to the board of directors, &c. This would relieve the directors of the greatest portion of their labor and would impose it on persons who feel a direct interest in its faithful performance, viz: the parents of the pupils. If this plan should be adopted, it would not be necessary to allow compensation either to presidents, directors as such, or committee men.

3. It is unjust not to pay secretaries and treasurers for their labor, and the latter for his risk in receiving, keeping, and paying out correctly and in good money, and accounting for, the funds of the district. The keeping of the minutes and preparation of the tax duplicate and report are laborious duties imposed on the secretary from which other directors are exempt. It is therefore right that he should be paid.

The difficulty of inducing persons to give bond as treasurer and yet receive no remuneration, may be the means of throwing the district funds into speculating or unsafe hands, and thus the desire to save a small sum may cause the loss of the whole. It will become the duty of the Legislature to guard against this danger by still exacting the bond, but paying for the risk and trouble.

A specific provision seems also necessary to compel attendance to their duties by, or to vacate their seats of, negligent or unwilling directors. Much unnecessary loss of time by attentive directors is caused in this way Frequently, two, three and four attempts are made to have a meeting of the board before a quorum can be obtained.

6. *Primary Committees.*—These committees, consisting of three individuals in each primary district, only possess the power of nominating the teacher to the directors of the district, but really in many cases are entrusted by the board with, and advantageously exercise, most of the powers specified as proper for them under the preceding head. This fact strongly indicates the necessity of the proposed addition to their duties.

7. *School Lots.*—The average size of the lots is forty five perches and two-tenths, and their average value $59.70⅓ over the whole State. Of one-half of them the title is absolute fee simple, acquired sometimes at full, and sometimes at nominal consideration, by directors, either for building new houses on, or with old houses already built, and without cost from the trustees by whom the property was held for the purpose of education before the system was adopted. Of the other half the title is conditional, to be divested whenever the property ceases to be used for school purposes. In the latter cases generally a mere nominal price has been paid. In the towns many of the lots are valuable, and in the country they are generally situated so as to enjoy the advantages of shade, water and public roads. Excluding the lots in towns, the average value in the country would be about $25 each.

8. *School Houses.*—The whole number of completed houses in the districts that have reported is 2,098. The number in progress 609. The number yet required 880. The reports on this subject are not full. Their average size is 24 feet by 24; with high ceiling, large windows, and comfortable seats and desks, in such as have been recently built.

In the districts that have reported on the subject, the whole number of log school houses is 1.577, of frame 1.053, of stone 290, and of brick 285; the average cost of all kinds is $274 17½; and the average value seems to be $251.09½. This apparent excess of cost is owing to the fact that many of the districts in estimating the cost took into account the old houses, for which nothing had been paid, but did not include them when estimating the average value. This would materially affect the general average.

The school house appropriation of last session has been of great benefit to the system. The buildings are at least fifty per cent. better than they were twelve months ago, and have improved one hundred per cent. within the last three years. Should the Commonwealth hereafter make another appropriation to this object, it would be advisable to provide that the houses should be built according to a specified plan, so far at least as relates to their materials, size, and the arrangement of windows and doors.

In order to supply this deficiency in the reso-

lution of last session, the Superintendent prepared and forwarded to every district, during the summer, a plan and directions for the interior arrangements of a school house, carefully prepared and adapted to the supposed wants of the districts. It was not however forwarded till other plans had been adopted and acted on in most of the districts, but has been followed in many, and seems to give satisfaction. It has at least turned public attention to this interesting matter.

The school house should not only be so arranged inside as to afford comfortable seats and desks to each scholar according to his size, with ready access to them without disturbance to others, and with the faces of all the scholars in view of the teacher, but it should be well ventilated in summer and heated in winter. Its exterior appearance also should be tasteful and agreeable to the eye. If the ten thousand primary school houses which Pennsylvania will boast in three years, shall all be built or improved according to some uniform plan, they will form the most beautiful as well as the noblest feature of her scenery.

The most frequent and embittered controversies that come to the knowledge of the Superintendent, are those growing out of the location of school houses, Though they are not within his jurisdiction, yet he has never refrained from interposing his advice when deemed useful. The rule most frequently suggested for determining these unpleasant cases is this: That the board of directors select one of their number, not residing within the contending primary district, who, with four citizens residing within, but at the opposite extremes of it, shall examine the whole matter and determine the spot.

The decision of such a committee, representing both the board of directors and the citizens residing farthest from the centre of the primary district, it is supposed, ought to be satisfactory to the board and to the citizens. Certainly if the opposite extremes are pleased, those at the intermediate points will have no good cause to murmur. No interposition of the Legislature is required, or can be of any avail, in these cases. They must be left to the discretion of the persons residing on the ground and to the healing influence of time.

9. Teachers' Houses and Lots.—There are as yet few, if any, teachers' houses provided by the districts. But the system will not be complete, or the profession of teaching permanent, till they are possessed. The teacher is now a wanderer. He engages for a month, a quarter, or a half year, in one neighborhood and next season is perhaps found a hundred miles off in pursuit of his precarious subsistence. He cannot thus possibly attain that degree of knowledge of the habits and dispositions of his pupils, which is so necessary to successful instruction. Neither can he acquire the respect and esteem of which he should be the object and which can be merited alone by full knowledge of his character, and a long course of good conduct. By this initerant life, he either soon becomes disgusted with his profession and leaves it at the first opportunity, or loses his hope and his energy; and with him sinks the respectability of the profession. There are, it is true, many and bright exceptions, but it is at the general rule and not the exception that we are to look.

In addition to the stability and increased usefulness which a permanent and comfortable residence for the teacher will produce, it will also be a great saving to the districts. A teacher provided with a comfortable house and garden for the whole year, will certainly demand less for his services than he who is either obliged to board out or rent. Being comfortably placed for the year, he will be induced to open a private school, after the termination of free teaching, and thus be found at his post when the district school re-opens for the next season, and will be enabled to teach for less than if he was obliged either to move his family every six months, or be out of employ half his time.

The subject of teachers' houses is here introduced to bring it to the notice of directors, especially in new counties where land is cheap. They will find it to be very much to their future advantage, if they now, in providing school lots, procure them of sufficient size for a teacher's house and garden, in addition to the school house and play-ground. One acre or even half an acre will be sufficient.

10. Teachers.—In the districts that have reported, there are 4,841 teachers, viz: 3,351 male and 1,490 female. Their moral characters are all good, and their professional qualifications are slowly improving in the country districts. In the towns there is a manifest change for the better. Persons are now found anxious to undertake the business of instruction in primary schools who would not do so three years ago. This is owing mainly to the increased respectability of the calling. It is in this way that the chief improvement is effected.

11. Salaries of Teachers.—The compensation is increasing. It is now $18.89¼ and four years ago it was not $14 00, for males. This is one of the most cheering results of the system. It is vain to expect well qualified persons to assume any employment, however necessary and useful, unless they are properly compensated. It is equally certain that they will do so when they receive a fair remuneration. In the latter event the supply can soon be made to equal the demand.

During the Superintendent's recent tour, surprise was often shown by directors when told that, instead of fixing a maximum compensation beyond which they would not go in employing a teacher, they ought by all means to establish a respectable minimum, less than which they should not in any case give the teacher of a full primary district. But the reasons for such a regulation are strong.

By its adoption they at once raise the profession of teaching many degrees above its former degraded standard; they make it at least equal in emolument with that of an ordinary mechanic, and they exclude from it all whose services are not supposed worth the fixed price. They thus place a limit at least to its further

degradation, while, by not establishing a maximum, they leave it indefinitely open to advancement, on the principle that talent and skill will always be paid for in proportion to their degree above the ordinary standard.

But the main and imperative reason is found in the fundamental principle of the system itself, which is, that education shall not only be bestowed on *all*, but that *all* shall have the *same quality* of instruction. This can only be accomplished by affording to all like facilities. But like facilities are not afforded to all when one school has a first-rate teacher and another an incompetent one. *Cheap* teachers are therefore to be avoided, because cheapness, when there is so great a demand, is positive proof of incompetency to a greater or less extent.

The only departure from this rule at all justifiable, is in the case of small primary districts, whose population will not entitle them to a full portion of the public money. In such it may become necessary to retain a teacher at a lower salary than the standard, rather than have no teaching at all.

On the other hand, it was strongly urged on directors to consent to the employment of teachers at higher rates than the established maximum, whenever they are convinced that the services of the individual were worth the increased price. This of course should not be done without the consent of the primary district interested, or in very peculiar cases. But whenever a primary district is found sufficiently enlightened to prefer four months teaching by a superior instructor to six by one of more limited qualifications, it should be permitted. The practice will have a most beneficial influence on the profession. If the system show a capacity to make the compensation of its teachers keep pace with their merit, they will be continually stimulated to renewed efforts for excellence.

A most unjust difference prevails in some counties between the salaries of male and female teachers. The latter, though possessing equal, if not superior qualifications, are generally forced to be content with a third of the amount paid the former. This should not be. The fact is undeniable that in the same number of male and female teachers, the greater portion of incompetency will be found among the males. The reason is plain. Heretofore men of learning and talents have received greater encouragement in other callings, while this was almost the only sphere in which a well-educated female could find employment. Hence the most learned of the one sex, but not of the other, were found in the exercise of the profession.

12. *Schools.*—There were 4,089 primary schools taught in the districts that have reported. Of these, eighty-six were German schools, twenty-two endowed, and seventeen colored. The average number of scholars in each was about forty-two, and they were kept open on an average six months in the year. There were few secondary or high schools kept, except in the large towns, in which some of an admirable kind and great usefulness were taught; showing that the free schools can be made acceptable to the rich as well as the poor. In many districts, particularly to the north, the praiseworthy practice prevails of opening the schools in summer with female teachers, for the small children who are unable to walk to them in winter. This proceeding deserves to be encouraged.

13. *Scholars.*—The whole number of scholars taught during the year in the districts which reported was 182,355. Of these 3,612 were exclusively German, 922 were endowed schools, and 714 were colored. The average cost of teaching per month was, as reported, forty-two and a half cents, but was not in reality over thirty-seven cents. The whole number of young persons between five and fifteen years of age in the districts that reported, is supposed to be about 200,000. So far as returns have been received, the whole number taught in schools of all kinds in the same districts before the adoption of the system, was 80,000. The cost of teaching each pupil per month was about 75 cents.

During the tour made last summer and fall, a marked difference was perceived in the number of children brought into the Common Schools, in different parts of the State. Proceeding from south to north, it was found that along the southern portion of the State generally, the number of pupils was considerably more than doubled by the Common School system. In the middle counties the portion was not quite so great, but was nearly double; while in the northern counties the increase was not more than one third. On the whole, it may with safety be said, that the number of children in the Common Schools is double that in the schools which preceded them in the same districts.

In the large towns of every part of the State the improvement is truly astonishing. In forty of the boroughs and wards which have reported, there were 5,027 children in school before the system was put in operation. Last year there were 12,643. The old schools were kept open eight and a half months, the common schools were open the same length of time. The cost of teaching each pupil under the old system was eighty two cents per month; under the Common School system it was forty cents. Here we have more than double the number of children educated the same time for the same expense, to say nothing of the immense moral advantage of saving so many human beings from a servitude to idleness and vice in the streets.

14. *Branches Taught.*—The branches of study in the country primary schools are generally reading, writing, grammar, geography, and arithmetic. In a few, some of the higher branches have been commenced, but the practice has not been encouraged, except in such districts as had previously made a full provision for the instruction of all their children in those just specified. In towns, history, composition, book-keeping, some portions of mathematics, with various other branches, have been taught successfully.

15. *Progress of Scholars.*—The progress of

the Common School pupils is, in all cases, reported to be quite as good as in the schools which preceded them, and in most there is a decided improvement.

16. *School Books.*—Of the reporting districts, 195 have adopted a uniform series of school books, and the remainder have not. Subjoined will be found a statement of the kind of books used, and of the number of districts that have adopted each kind, so far as reported. The necessity of uniformity in books is becoming every day more obvious to directors, and will continue to be pressed upon their attention till this most important object shall be accomplished.

During the year a large number of school books were kindly forwarded to the Superintendent by various publishers. A list of them is appended, as the only means of making them known which a sense of duty to the public permits him to adopt. Applications were frequently made for an opinion of the merits of books. These were declined in every instance except one, in which the nature of the work was such as not to come into collison with any others of a similar kind.

Even if the Superintendent possessed the leisure and experience requisite to a full examination and correct decision of the merits of the various works presented to his notice, which he does not, it would not be proper for him to undertake the office. The selection of school books is most properly left by law to the Directors. Involving, as the duty does, a most delicate task, it should be left wholly to them. They have been selected by their fellow citizens for this among other important purposes, and their action ought not to be affected by any official interference. If left to their intelligence and to the competition of various publishers, the object will, no doubt, be accomplished with safety and advantage to the public.

Among the vast advantages of the present generation, there is none more striking than the improvement and cheapness of school books. Every variety is now presented, and the only difficulty is to select the best where all seem to be good.

The present law does not permit Directors to furnish books and stationery to any one gratis. But it is clearly in their power to promote uniformity of books and to render them cheaper to parents, by purchasing a quantity with the funds of the district, to be disposed of for cash to the pupils. This course has been advised in many cases and found very beneficial.

17. *School Library and Apparatus*—It is not known that there are libraries in the possession of any of the districts. A few of the schools in towns have small sets of scientific apparatus. Both should be encouraged by the Legislature.

A most desirable opportunity is now presented, by the *American Society for the Diffusion of Useful Knowledge*, for placing a complete and valuable library within the reach of almost every school. Their prospectus on the subject fully explains the noble project, and the names of the citizens engaged afford assurance that the work will be accomplished. The design is to complete a library of 200 volumes of 250 duodecimo pages each, comprising History, Voyages and Travels, Biography, Natural History, Physical, Intellectual, Moral and Political Science, Agriculture, Manufactures, Arts, Commerce, Belles Lettres and Education. The first portion, consisting of fifty volumes in a suitable portable case, is to be published as soon as the society obtain the price of the stereotype plates, estimated at $15.000 The cost of the fifty volumes and their case will not be more than twenty dollars. To aid such an enterprise would be worthy of Pennsylvania. It is accordingly respectfully recommended to the Legislature.

18. *District Regulations.*—When the blank forms for the annual reports were forwarded to the districts, they were requested to return a copy of their standing regulations or by-laws. It is found that few possess any, but that all admit their necessity. It is, therefore, contemplated during the summer to prepare a set for their use. It is not expected that they will be adopted in the form prepared by the Superintendent; but that the form collated by him from the existing regulations of the districts that have them in operation, shall serve as a skeleton or plan to be filled up or changed by the Directors to suit the circumstances of each district. It will comprise rules for the regulation of the different officers; examination and employment of teachers; distribution of school funds; government of schools; meetings and attendance of Directors; mode of paying out money, and all other arrangements of the district and the schools not provided for in the Common School law.

19. *School Money.*—In this State the expenses of the system are defrayed by State appropriation and tax. The ordinary annual appropri- is $200,000, payable to the districts in the ratio of their taxable inhabitants, being sixty-four and two-third cents to each taxable. In addition to this the school-house appropriation of $500.000, given by the last Legislature, was distributed the present year, making a total sum of $700.000, or two dollars twenty-six and two-thirds cents to each taxable, including the sixty four and two-thirds cents just mentioned. Of this aggregate appropriation 765 districts have received their proportions up to the date of this report, forming a total sum of $387,-552.76, exclusive of $89.536.51 to Philadelphia. The balance remains in the State Treasury for the use of non-accepting districts.

Since the date of the last report 167 districts also received their proper proportion of the ordinary annual appropriation of $200,000 for the last year, amounting to $23,509 71. About sixty-five of these districts were such as had not before accepted the system, and therefore received at the same time the appropriations of both the last and the current year. The rest were those that had the system in operation, but had not entitled themselves to the receipt of the money when the proper report was made.

It will thus appear that the whole amount of State appropriation for which warrants have been issued on the State Treasury by this de-

partment, since the date of the last report, is $500,598.98. If to this sum be added the tax assessed on the accepting districts during the present year, being $231,552.36, the whole amount of money at their disposal for school purposes, including the school tax of Philadelphia, which was $59.999.96, will be $792,151.30. The unclaimed balance, in the Treasury, of the current year's appropriation, is $22,911.73. The balance for last school year, is $44,609.16. In addition to this, there are in the proper county treasuries, undrawn balances for the two previous school years, (the first and second of the system) amounting as near as can be estimated, to $40,000 for both years, making a gross total of undrawn balance, of $307,520.89, awaiting the action of the non-accepting districts.

Nearly four-fifths of the whole number of districts having received their shares of State money the present year, it may at first seem strange that so large a sum as $222,911.73 remains undistributed, being almost one third of the whole sum distributable. But it will be borne in mind, that the non accepting or unpaid districts are chiefly in the populous counties of Berks, Lebanon, Bucks, Montgomery, Chester, Lancaster, York, Dauphin, etc., where the number of taxables is greater in each than in other parts of the State.

20. *School Tax.*—The conditions on which the districts receive their State appropriation are, that they accept the common school system, and assess a tax at least equal to their proportion of appropriation. But the directors may increase the tax to double that amount without the assent of the citizens of the district, and with it to any extent. During the present year, 765 districts have complied with these terms, and assessed an aggregate tax of $231,552.36, or about double the amount of their ordinary annual State appropriation. This tax is assessed on the same objects that pay county rates, and on the kind of personal property subject to State tax under the law of 25th of March, 1831.

Much difficulty is experienced in the assessment of that portion of tax derived from personal property under the act of 1831. The collection of it, for State purposes, having ceased, commissioners and assessors generally are under the mistaken impression that it is not their duty to prepare and furnish to directors an adjusted list or statement of the property subject to it. It is certainly not the duty of directors to do it. This gives rise to much confusion and difficulty. In a majority of the districts the tax is not assessed at all. It therefore becomes necessary for the Legislature either to repeal the tax altogether, or to provide some specific mode for its assessment. There is little difficulty with regard to the assessment of the other portions of the school tax.

But in the collection generally a serious obstacle is found to exist. Though it evidently was the intention of the Legislature, when they passed the present school law, that the township collector should be compelled to collect the school tax, yet there is no penalty provided in case of neglect or refusal, and the words *seem* to give him the right to decline. The true construction undoubtedly is, that he must collect if the duplicate and warrant are presented to him. But it will very much promote the quiet of districts, if the matter be put beyond cavil by an express provision on the subject. The school tax collector is compelled to give bond, though the collector of county rates is not. There seems to be no good reason for this distinction. It will answer every purpose, if both are put on the same footing, and power is vested in the president of the board of directors to enter up, in the nature of a judgment, the uncollected balance of the duplicate, after a certain date. Those changes seem to be immediately required,

21. *Distribution of School Funds.* — The mode of distributing the funds among the different schools or primary districts of a chief district, is a fruitful source of controversy, and as it is a point expressly submitted to the control of the Superintendent by law, uniform rules have been adopted on all occasions presented for his decision. These are founded on the equal and common principles of the system, and are:

1. That for *building* or otherwise procuring school houses, each primary district is entitled to a full and equal share of the funds for that purpose, without regard to its population or number of pupils.

This rule is based on the fact, that the building of a school house is not a matter for the accommodation of the present year or generation, but for the future, and that therefore the house must be such as will not only accommodate the present, but the future condition of the vicinity when fully settled.

2. That every primary district which will provide a house, new or old, without cost to the system, shall have its proper portion of the building fund expended within itself for instruction, and shall not be charged with the cost of building.

This rule results from the arrangement that each primary district shall at all times provide its own house; and that therefore if any primary district can dispense with a new house *now*, it would be unfair to deprive it of its portion of building money, *hereafter*, when a new house may become necessary, it can receive no aid from the other, but must defray the whole expense out of its own proper portion of the district funds.

3. That for the purpose of *instruction*, every *full* primary district shall receive an equal and full share of the district funds. By a *full* primary district, is meant one containing not more scholars than one master can attend to, say forty, forty five or fifty; and not less than such a number as would justify the employment of a teacher at a full salary, say twenty, twenty-five or thirty dollars, according to the density of population and other circumstances of the whole district.

This rule is dictated by the desire to approach as near to an absolute equality of distribution as can be accomplished, without injustice to the denser settlements. The maximum number of

scholars is, therefore, in all cases, directed to be fixed at the greatest that one well-qualified master can teach with benefit—without causing the pupils to walk too great a distance, and the maximum at the lowest for whose instruction public opinion will tolerate the payment of a full salary.

4. That all primary districts having more pupils than the maximum, or less than the minimum, fixed by the directors as forming a full primary district, shall receive a greater or less portion of the district funds than a full primary district, in proportion to their excess or deficiency, say a quarter, half or three-quarters of a full share; but that none shall ever receive less than one quarter of a full share.

This rule is founded on the desire to adopt a medium course between absolute equality in the duration of instruction, and the ruin to the system which would be caused by paying a full teacher's salary at every point where it might become necessary to open a school, no matter how small the number of pupils. In these fractional parts of a full primary district, their limited fund may still procure an equal duration of instruction by the employment of female teachers at lower salaries.

Though these rules have been, and will be adhered to, in deciding all cases submitted to the Superintendent, yet distribution by the number of taxables or pupils is not prevented when adopted in a district without opposition. Neither of these modes, however, can ever accomplish the great objects of the system, which are equality in *kind* and *duration* of instruction all over the State

In the distribution, no difference has of course been made between funds derived from tax and from State appropriations. All moneys in the hands of the district treasurer are treated as common school funds and made subject to the same rule of division.

22. *School Year.*—The school year for the payment of State appropriation, commences on the first Monday of June, annually, and takes name from the ordinary year in which it terminates: for instance, we are now in the school year of 1838, which commenced on the first Monday of June, 1837. But the school year, so far as relates to the district reports, commences on the 1st of January, annually.

This gives rise to misunderstanding in drawing the State appropriation, and to serious difficulty in making the reports. The latter are obliged to be closed in the middle of the most active teaching season, and are, of course, vague and imperfect in many particulars.

When the school law shall be remodeled, it will be more convenient to cause the school year to commence, for all purposes, on the first Monday of *September*. That time will be early enough for the districts to receive their State appropriation, so as to meet the expenses of the winter teaching; but if any money be sooner required, it can be derived from the tax. This will also be the proper time for closing the annual report. The fall teaching generally commences in September, after the harvest work is over, and if the reports are then transmitted to the Superintendent, they will contain the whole transactions of the complete preceding year. His report can be laid before the Legislature shortly after the commencement of the session, and will be more satisfactory. It is impossible now to complete it before the middle of February, embracing, as it does, the district proceedings up to the 1st of January.

23. *Philadelphia and Lancaster.*—The city and county of Philadelphia and the city of Lancaster, having peculiar systems of their own, are not subject to the Common School Law, except that the former receives an annual share of the common school appropriation.

Of the aggregate appropriation for the present school year, ($700,000) Philadelphia has received $89,536 51. In addition to this the city and county raised by tax $59 999.96 for the purpose of public education; at the commencement of the year the balance on hand was $61,086.26. The whole expenditure during the year was $191,616.21, of which $110 864.25 was for the purchase of lots and erection of houses, and $80,766.96 for instruction, school furniture, books, stationery, fuel, &c. The whole number of pupils in the public schools of the city and county during the year was 17,000, and the cost of teaching each was $1.18¾ per quarter. The Lancasterian mode of instruction is chiefly adopted.

In the city of Lancaster also a modification of the Lancasterian system is in use. The expense, amounting to $800 per annum, is defrayed by the county treasury, the city bearing her portion of the cost of educating the poor in the non-accepting districts of the county under the old law, toward which she paid $500 last year. There must be at least 1500 children in Lancaster requiring instruction. Of these an average of only about four hundred attend the public schools. A great proportion of the rest are unprovided for. By adopting the Common School System, accepting the accumulated funds which now amount to $5.919.65, and extending her facilities for instruction, Lancaster would be greatly the gainer both in a moral and pecuniary point of view. The amount of tax which she pays, as a non-accepting district, would be half the sum necessary to entitle her to the receipt of her portion of annual common school appropriation, which with the present accumulation would establish a system of schools at once cheap, useful, and creditable to her citizens. Carlisle with only half her population has nearly twice as many pupils in school, and infinitely better schools, attended by the children of all classes. Carlisle is an accepting common school district.

VI.—AMENDMENTS.

Every day's experience points out more clearly the necessity of a general revision of the Common School Law, but the history of the past teaches the necessity of extreme caution in making it. Nothing has been more injurious to the free school cause than the frequent and almost annual alterations of the law since its first passage. If, in courts of justice, aided by all the learning of the legal profession, it is

found impossible to produce perfect uniformity in the construction and execution of the general law, how much more difficult is it to attain similarity of proceeding under the school law, which is to be understood and construed by one hundred thousand committeemen, six thousand directors, one thousand secretaries and collectors, and as many treasurers? And how circumspect should the Legislature be in changing its details when once understood!

This State has been most fortunate in the provisions of the school law of 1836. All the ingenuity of the human mind, unaided by actual experience, could hardly have formed an act better adapted to commence and foster the system. It has stood the test of trial, and is found only to require a modification of its details so as to adapt it more completely to our peculiar circumstances, and to the rapid advance we have made in popular education. A strong proof of its merit is the favor it has found out of the State. The intelligent Superintendent of Common Schools of Ohio seems to give, in his first and valuable report to the Legislature, the preference to our system, after having with great care examined those of Connecticut, Massachusetts, New York, and the other free school States, and of the different countries in Europe.

These considerations do not, however, lead to the conclusion that no changes whatever ought to be attempted, but, that they should be made as seldom as possible, and only on full proof of their vital necessity. No mere experiments, under any circumstances, are justifiable.

In the preceding part of this report on the details of the system, the undersigned has suggested various amendments and changes. But he is far from wishing the whole of them to be adopted *now*. They have been laid before the Legislature, on the present occasion, that they may go forth to the public and be scrutinized. Should they be approved, it will be time enough at the next session to adopt them, with such additions as the succeeding year shall suggest. If they can not bear that test, they should not be incorporated into the system at all.

When the amendment of the law is commenced it should be completed thoroughly and for years. Next winter will be as early as this thorough and permanent revision can with safety be accomplished. At present we have only discovered the defects of the system. It will require the experience of another season to ascertain the proper remedies.

When the revision shall take place it will be desirable to have it as little variant from the form of the present law as practicable, that all unnecessary difficulty to school officers may be prevented. It will also be advisable to have the whole law in one methodically arranged act, and not in a main act with supplements. There should not be an inoperative or repealed line in the whole, which must be the case if the amendment is made by supplements repealing or altering former provisions.

Influenced by these reasons, the Superintendent will take the liberty to prepare and submit to the Legislature, at its next session, the draft of a general bill combining such portions of the present act as should be retained, with all the amendments dictated by experience up to that time, and framed with the least possible variation from the existing law. In doing this he will not of course be influenced by any desire of interfering with the proper province of the Legislature, but solely by a wish to retain, as far as practicable, the unity and uniformity of the law, and to promote the good of the system.

In the mean time, a few minor provisions are immediately required, being such as are either merely declaratory or absolutely requisite to the execution of the law as it is. No others should now be enacted. These, the passage of which at the present session the undersigned would respectfully recommend, are:

1. An explicit mode of compelling the township collector or some other person to collect school tax.

2. A change of the law so far as relates to personal property taxable by the act of 25th of March, 1831; so that a more ready mode of reaching it may be presented.

3. An express provision to vacate the seats of such directors as will neither perform their duties under the law nor resign.

4. A provision that hereafter no acceptance of the system shall take place in any district now non-accepting, except by the votes of a majority of all the qualified citizens resident therein. This change of the law will have a most quieting effect.

VII.—ACADEMIES AND COLLEGES.

In conformity with a joint resolution of the Legislature it is the duty of the Superintendent to report on the situation of these institutions. This communication having already swelled to a considerable extent, little will now be said on the subject in addition to what is contained in the preceding part of this report. Tables will be found appended, giving all the statistical information relative to their situation that could be expressed in figures, to which are added full abstracts from their written reports, showing more at large their condition, prospects, and wants. To allow the institutions thus to speak for themselves, was supposed to be more just to them and more satisfactory to the Legislature than any other mode.

Academies.—About fifty County Academies have received aid from the State, varying from $2,000 to $5,000 each, exclusive of land. Of these, twenty-one have reported the present year, being one less than last year. Their whole number of students is 1,188; last year it was 1,111. The number said to be preparing to teach Common Schools is forty-six; last year it was forty three. For other particulars, which do not vary much from the last annual report, the Legislature is respectfully referred to the tabular statements.

The position which County Academies should be made to occupy in our great system of education, is fully explained in a preceding part of this report, and the means requisite to attain it pointed out. It is here only necessary to re-

mark that, in one point of view especially, these institutions have very strong claims on the Commonwealth. Some of them have been closed and most of them injuriously affected by the existence of the Common School system. This evil falls heavily on that class of citizens whose portion of common school tax is considerable, and to the more advanced instruction of whose children, after they have passed through the common schools, the classical academy is indispensable. While they are so liberally contributing their taxes to the common good, the State should at least prevent the general system from injuring or destroying institutions so necessary to them. This can only be accomplished by giving such a certain endowment to the academies as will secure to them the permanent services of competent classical teachers. Unless this is done, the majority of them must be discontinued; for, as the common schools become more numerous and better, no pupils will be left in the academies but such as are engaged in the classical and higher branches; and, as these for some years will in most places be few, the academies must cease unless public aid be extended to them.

Colleges.—Nine colleges have reported, one of which (the Western University) is not in operation in a collegiate capacity. The same number made report last year, so that a fair comparative estimate can now be formed of their condition and progress. The number of students is 790; last year it appears to have been 841, but from that number should be taken about 150 who were only in the respective preparatory departments, (none of whom are included in the present report), so that the increase is 100; 93 completed their course this year and 116 the preceding; 352 students entered during the year just closed, and 238 the year before, showing an increase of 114; and there are now 61 persons receiving instruction as Common School Teachers; last season there were 49, being an addition of 12.

Unparalleled exertions have within a few years been made by the Colleges of this State. Two have been revived, three founded, and only one discontinued. All now in operation, are much improved and strengthened. They have the strongest claims on the Commonwealth, which they so much benefit and adorn. There never was a time when public aid could accomplish so much, or was so urgently needed. All the efforts in their behalf that can be made by their friends, have been made, and if the State now come to their relief, the success of most of them is certain. Now, too, in the midst of the general depression of all enterprise and business, which has even reached their halls and threatens to thin their classes, it will be a noble act for the Commonwealth to sustain them. If she does not, there is little hope for many of them, all aid from other sources being exhausted.

As much money as would annually construct half a mile of railroad, given each year to the Colleges, and the cost of only one mile of canal to the Academies, will place both on a foundation of permanent security and usefulness. Will Pennsylvania rather increase her wealth than educate her sons? She has shown, in her munificence to the Common School System, that she will not.

In another part of this communication, the Superintendent has taken the liberty to designate the amount and manner of permanent aid supposed to be required by the Colleges and to be within the means of the State. He would again respectfully urge its appropriation.

The opinion has long been entertained that the only real defect of our College system is the too great number of the institutions. Every day's experience more fully convinces of the soundness of this opinion. In order to show our excess in this respect over other States, a tabular statement, some time ago prepared by Professor Johnson, of the Franklin Institute, is subjoined. It presents a full account of all the Colleges in the United States, in 1830–1, and shows that Pennsylvania had then twice as many Colleges as New York, or Virginia, and thrice or four times the number in each of the other old States. In the new States of Ohio, Kentucky and Tennessee alone, has our example been partly followed, and with success similar to ours.

It may be, however, that the opinion just expressed, is ill founded, and that this State can sustain in credit and usefulness the eight institutions now in active operation. The experiment, at all events, is worth trying. But care should be taken, in passing a general bill on the subject, not to encourage into existence any more institutions at the expense of those already in operation and of the character of our collegiate system. It is under this view, and not for the purpose of excluding any now in existence, that the State aid has been proposed to be confined to such as have *four* professors and *one hundred* students. On reference to the accompanying table, it will be perceived that five of the eight, now in operation, possess the requisite number of students, and all have not less than four professors. Of the remaining three, one (Lafayette) has seventy-two students, and only requires means for their accommodation to obtain more than the number proposed; and the other two, (Allegheny and Marshall,) having only recently commenced, cannot show as many students as institutions of older standing, but will probably have the full number before the lapse of another year.

VIII.—CONCLUDING REMARKS.

The undersigned has now fulfilled a duty of no ordinary magnitude. From a small incident to the office he has the honor to hold, the Common School department of its business has grown up so as to occupy more than one half of his time, and nearly all his thoughts. It was a mere experiment—it is now a settled system. The great design of her public works is now largely and rapidly developing the unbounded physical recources of Pennsylvania. The mighty agency of the Free School, will, if properly cherished and directed, bring out into employment the much more incalculable and precious treasures of her mind. Like the same system, that of Education needs only a continua-

tion of the fostering care which heretofore sustained and strengthened its usefulness. If this be extended, Pennsylvania will, in a few years, be less celebrated for her Canals and her Railroads, than for her Schools and her Colleges.

It is under this impression of the vast importance of the system and of the urgency of its wants, that the undersigned has felt bound to offer for consideration all the facts that had come to his knowledge, and all the conclusions that had been forced upon his mind. For the correctness of the facts he can safely vouch; for the soundness of the conclusions he has no guarantee to offer, except such as may be found in an ample opportunity to obtain information, sincerely and sedulously employed for the purpose of arriving at correct results.

After two years of close attention to the duties of the system, the Superintendent feels, in making this report, that all in his power has been done. He is aware, it is true, of great unfitness for the momentous task committed to him, but feels no consciousness of having failed to perform his duties to the best of his ability. The fate of the system is now exclusively in the hands of the Legislature. Little more can be done for it by its officers. If aided and sustained, its advance to perfection will be undoubted. If neglected, its officers, though they will continue to perform their duty to it and the country, must act under a chilled hope and with deferred or doubtful success in view.

The undersigned cannot close this report without bearing testimony to one fact alike honorable to the State and advantageous to the system. In his whole experience the blighting touch of party politics has never been detected upon it. All seem to forget their every-day differences and to meet unitedly on this, as on a Sabbath ground of devotion to the public good.

In no station of life has this right feeling been more obvious than among those in power. When the agitating divisions of the day shall have sunk into comparative insignificance, and names be only repeated in connection with some great act of public benefaction, those of GEORGE WOLF and JOSEPH RITNER will be classed by Pennsylvania among the noblest on her long list; the one for his early and manly advocacy, and the other for his well timed and determined support of the FREE SCHOOL. Nor will the patriotism of the Legislature be forgotten. The proud remembrance will be cherished, that the sessions of 1835–6, and 1836–7, opposed as they were in all other points, agreed on the common ground of education, and vied only in the degree of benefit to be conferred.

Respectfully submitted,
THO. H. BURROWES,
Superintendent Common Schools.

SECRETARY'S OFFICE,
Harrisburg, Feb. 19, 1838.

So whether to wander the stars or to rest
Forever hushed and dumb,
He gave with a zest and he gave his best,
And deserves the best to come.

THE GREAT TEACHERS.

IT was said of Longfellow by Rev. N. H. Chamberlain: "He laid the stress of his refinement on every member of the class." Here is something worthy to say of a teacher. Let us follow the thought a little way. It is easy to see that teachers are of three classes: 1. Those who go through a certain routine of "hearing lessons." 2. Those who pack away knowledge—the memory-fillers. 3. Those who build mind. These last are of many different kinds—Longfellow, for example, led the minds of his pupils towards beauty, taste, refinement.

Now the majority of routinists follow a plan that is deemed to be the correct thing for school rooms. Certain classes are to study arithmetic, geography, etc. They are to stand up when they read, etc. There is to be a recess in the middle of the forenoon. There must be no whispering, etc. These axioms being followed day after day, the teacher persuades himself that he is "keeping school" in orthodox fashion.

Another class goes farther than this; they aim at exact knowledge, and the better ones of the class at a comprehension of what is learned; they set lessons and will have them learned; if not learned, they "keep in after school," and press the pupils until it is learned. They lay out so much for the quarter, or term, and by hard work secure progress. They measure progress by pages; they talk about "finishing" botany or geometry in ten or twelve weeks. The pupil acquires the habit of saying that he has "been through" geography, and learns to believe that the chief end of school going is to master certain books. This class rely on examinations; if a pupil cannot answer certain questions, they prophesy evil of him in future days.

This class of teachers is an advance on the first class, those who make the school a treadmill. Splendid work is done by those who grind the pupil fine when he comes to the recitation bench; yet it is not wholly the work of the teacher. These hard drillers do a good work, rather unconsciously than consciously. From this class come, by slow evolution, a third class—those who build mind. The great teachers of the day were, and are, mind-builders. But to be clear it must be said that, after all, the mind fashions itself, and all a teacher can do is to aid in the process by directing towards the knowledge needed, and towards ideals.

What do the great teachers do? Here is a pupil of Longfellow who tells us that Longfellow impressed refinement on every member of his class. He does not say that he learned much about the poetry of Spain, France and Italy from Longfellow; he feels in him a love for the beautiful that he traces back to his teacher, and this he declares to be the great good that Longfellow was to his pupils, and to the world in general.

It does not follow that the great teacher is not thorough, or does not possess exact scholarship; it is very probable that he is a good scholar. But he is more. We have thousands of men with large attainments who would utterly fail as teachers. There most be something more, and that is the power to wake into being the "high instincts" that possess the power to dominate our entire being. It is not the scholarship of the teacher that does this; it is the power within him, born in him, by virtue of which he is a teacher, that does it. Call it by what name you will, the power to teach is the power to inspire pupils to possess ideals of excellence, and to aim to reach them. The reciting of lessons furnishes an opportunity for the teacher to exert his God given power upon the young beings before him. They must be set to acquire some knowledge, for they cannot comprehend what the teacher is to do for them at that time; when years are passed, they feel what was done.

The child may be made conscious of the universal soul that lies behind his life, of which truth, right and beauty are necessary elements. The common things of existence, when looked at with the eyes of the soul, yield a delight that is not understood by the uneducated. Wordsworth says:

> To me the meanest flower that blows can give
> Thoughts that lie too deep for tears.

But the teacher is needed to open these visions to the child. The great teacher addresses the highest intuitions of the human soul, because these dominate and direct the lower powers.

It is not possible for a teacher to say how he addresses these powers, because it is soul blessing soul. His aim must be to set his pupils to observe the realities about them and to draw inferences. This is exemplified by Mr. Page in the incident of the thunder-storm. "From Nature up to Nature's God" is an axiom of the teacher. Somehow the pupil must be put on the track of looking into, and around, and through the Creator's method. If the subject of his thought is man only, he soon stops short; it must be man and God. Man is the product of some great and wise being—it must be so; the child who early becomes conscious of this has made a great step. Man, nature and God become subjects of thought; the child realizes that he is one of a trio; all things become illuminated by a new light. Common objects are lifted out of meanness. "The primrose by the rivulet's brim" is more than a yellow primrose. The child thus being introduced to nature begins to be taught by her. Through her he begins to interpret man and God.

It is in some such way as this that the young being is led by the great teachers. Truth has a wonderful relation to the mind of man. It is truth the child must be led to contemplate; there is a great difference between truth and fact. If a child arranges sticks, three in four rows, and sees that four threes are twelve, it becomes truth to him. If he is commanded to say that four threes are twelve, it is an assertion, a fact.

Let it be remembered that the great teachers have ever pointed their pupils towards the truth, and let every teacher humbly and reverently seek to follow their example. Truth is mighty in its effects on the human mind; but skill is needed, and this will lead the teacher to study methods.

MALACHI DUDLEY, A. M.

ONE OF THE OLD TIME SCHOOLMASTERS.

BY T. J. CHAPMAN.

THE dark, cheerless winter afternoon was drawing to a close when the door of the little school house at the cross roads opened, and a number of boys and girls of various ages and sizes came out into the snow. Every reader will recall Sir Walter Scott's remarks on the dismissing of a village school in the afternoon, in the first chapter of "Old Mortality." In the present case, some of the children stopped a moment outside to adjust more carefully their various wraps; but most of them plunged wildly out into the deepest snow, racing about, throwing it into each other's faces, amid much laughing and shouting, and then scattered off on their different ways, mostly in little squads of three or four, but some soon diverging and taking off separately down the lanes and familiar ways to their homes. In truth, no sight can present more joyousness and innocent mirth than a district school when dismissed for the day.

Shortly after the scholars had departed, and while some of them were yet visible in the distance, the master himself made his appearance. He had tarried for a few minutes to replenish the stove with fuel, and to make some other simple arrangements for the future. It was Christmas eve, and for reasons that will appear farther on, he intended returning to the school-house a few hours later. He now stepped out, and closed the door after him. The snow, which had been coming down nearly all day, had ceased to fall; but the wind blew cold and fitfully. The master drew his rather threadbare coat more closely around him, and buttoned it up to the last button. He drew his cap farther down over his head, and pulled his collar up to protect his neck as well as possible. It was very evident that he had not a superabundance of clothing for the season. He was not a young man—"not so young as he used to be," he sometimes said jocosely—a man of fifty years or more, but straight and active, and not yet showing much sign of age; only a near view of him would discover some gray hairs among his brown, and that the crow had put his feet down rather hard at the corners of his eyes. But he was a sprightly fellow yet, nevertheless, and he now set off at a brisk rate down the snowy road; at a certain point he turned aside, and vaulting with ease over the rail fence, he struck off across the pathless fields for the house of Squire Alden.

The fact is that Master Dudley was not a bit like the regulation schoolmaster of the story tellers—not like Ichabod Crane, or Dominie Sampson, or Master Halliday, or Wackford Squeers. He was not a pedant. He did not teach school either from love of the work or exactly from necessity. He had talents and attainments sufficient to have succeeded in some other walk in life; but he was a man of quiet habits, of simple tastes, unambitions, not worldly-wise, and fond of books and leisure. He was good-hearted, affectionate, poetic, and mildly enthusiastic in his small way. He had never married, though, as he said, he had come perilously near it once,—and his limited resources were sufficient for his few demands. Such was the man who now crossed the Squire's snow-covered lawn, and a moment later mounted the steps of the wide, wind-swept veranda, The big house-dog looked out from his kennel and growled ominously when he heard a stranger's foot on the step; but at sight of the master, and at a kindly word from him, he curled himself up again in his warm straw. The master was a frequent visitor at this comfortable farm-house.

Those were the good old days of "boarding around." To the present generation this expression is perhaps not so clear as to those of forty or fifty years ago; but it was customary in those days in the rural districts to employ a teacher at a certain salary, and board him. Instead of establishing him permanently with one family for the term, all the patrons of the school would entertain him in their turn, for one or more days, as the case might be, but generally for only one day at a time. This was called "boarding around;" and such it was too, in the strictest sense of the term. Very great advantages were supposed to accrue from this practice—chiefly, that the burden of maintaining the school was thus lightened, and the teacher thus became acquainted with his patrons and their families, —points that were thought to be very desirable. While this system involved some serious drawbacks, as Dr. Alcott has pointed out in his "Confessions of a Schoolmaster," it was also not altogether unpleasant.

"The teacher sleeps in a wide, soft bed,
Kept clean for guests, in the great spare room,
With gay chintz curtains over his head,
And blankets woven in the old hand-loom.
The thrifty wife, ere the break of day,
Springs from her rest, though the room is cool,
And, breakfast ended, we haste away
O'er the shining crust to the district school.
Here morals are pure, and manners sincere,
And men in the Church and State renowned,
Have made the first step in a grand career,
Teaching school and boarding around."

Society has improved in the last forty years, and many of the uncouth views and rude pranks of both the fathers and their sons have passed into the limbo of discarded and forgotten things. One of the rude jests of former days was the practice of "barring out" the teacher at Christmas. The observance of this holiday was not so general or so careful then as now, and most of the district schools continued in session the same as on ordinary days. It was a common practice, where school was kept on Christmas day, for the larger pupils to bar the teacher out, as it was termed; that is, the pupils aimed to get first to the school-house in the morning, and obtaining entrance by whatever means, they secured the doors and windows so as to prevent the teacher from getting in until he had furnished the means for a treat for the school. Sometimes, when they were forestalled in this purpose by the teacher, they resorted to

other tactics to gain their ends, such as placing obstructions in the chimney, and thus smoking him out. Their demands, however, rarely exceeded a supply of apples and cider, and these were not generally difficult to obtain; yet, upon the poorly paid teachers of those days, it was a pretty heavy annual tax; and quite a contest usually took place between the teacher and the pupils to see who should be first on the ground and thus secure possession.

Master Dudley was an experienced hand in all that related to school matters. He was not often found napping; and believing, for certain reasons, that there was to be a vigorous effort made to circumvent him and compel him into measures, he resolved to spend the night before Christmas in the school-room. He had noticed a good deal of mysterious whispering and consulting among his larger pupils, both boys and girls, and he surmised that something desperate was in the air. Things were then just at the turning-point from the old to the new. The rude custom which we have been describing was obsolescent in most parts of Western Pennsylvania. Several years had passed since any attempt of the kind had been made in the school over which Master Dudley presided. The high character which he bore in the community preserved him from that and from other indignities that were too frequently practiced by idle and vicious pupils upon the teachers in those days. The latter indeed, and alas! were too often of such character as to invite indignity and disrespect. The historian* of Education in Pennsylvania informs us that, among the tricks played upon the luckless pedagogue, "his wig might be ingeniously removed from his head, his queue tied to his chair, the legs of his chair so weakened that it would not bear his weight, or his dinner mysteriously disappear, including, most likely, the almost indispensable bottle of rum." The last clause explains nearly all that goes before. To very little of these annoyances had Master Dudley ever been subjected, and not at all, as we have said, of late years; had it not been for the mysterious consultations before mentioned, he would perhaps have had no apprehensions whatever. Anyhow, he determined to be beforehand with the young rascals, and accordingly he laid in a supply of provisions and fuel, and with one or two of his favorite books he could pass the night very well.

It was Christmas eve. The snow lay deep on the ground. No sound cheered his vigil, except the occasional outcry of chanticleer that came faintly to him from some remote barn shed. Who can hear that shrill alarum ere the Christmas dawn and not recall that little party of watchers on the platform at Elsinore?

> Some say that ever 'gainst that season comes
> Wherein our Saviour's birth is celebrated,
> The bird of dawning singeth all night long;
> And then, they say, no spirit can walk abroad,
> The nights are wholesome, then no planets strike,
> No fairy takes, nor witch hath power to charm;
> So hallow'd and so gracious is the time.

The worthy schoolmaster thought of all this, and then, as the hour had grown late, he made himself comfortable by the stove, and fell asleep. Shortly after dawn he was awake and listening. He expected to hear some of the rogues outside; but he heard only the wind blowing through the trees. He threw open the window shutters and looked down the snowy road; but no one was in sight. "I might as well have stayed at the Squire's and slept in my bed," he said to himself. After a while, at the usual hour, the children began to arrive, in little groups, or singly, and among the larger ones the same mysterious whispering and conferring were going on as before. Clearly he had escaped a great danger, or else there was one yet in advance for him: but the master was wary; he was not going to be taken at any disadvantage; he would keep a watchful eye upon their movements. School had been "called" an hour or more when several sleighs and sleds drove up. In them were a number of the parents and friends of the pupils. The teams were secured to the fences and trees, and the people came into the school-house, bringing several bundles and packages with them. Their irruption was sadly demoralizing to the study and good order of the school; but after a little Squire Alden arose and addressed the schoolmaster to this effect:

> Mr. Dudley, your pupils, not only those who are now under your care, but a number of those who were formerly in your school, and who have grown up and left you, have procured a little present for you, as a mark of their love and respect. At this Christmas season, when it is common to give kindly greetings and gifts, they have thought of this token for you. In this they have been encouraged by their parents and friends. You have long lived and labored among us, and though the field of your labors has been circumscribed, you have wrought faithfully and well within your narrow

* James P. Wickersham, LL. D. I write his name here with a feeling of peculiar tenderness and regret. In his recent death I have lost one who had been my friend for more than twenty years.

limits. If you shall receive this little present with half the satisfaction that the donors have in presenting it to you, we shall be well pleased.

To say that the schoolmaster was astonished is to say little. He sat like one in a dream. Such a thing had never happened in all his experience before. He heard the Squire's words, but scarcely understood their meaning. He sat a moment after the Squire had ceased speaking, and then he managed to say that he was much surprised, but at present could only thank them for their kindness. His voice trembled, and he durst not trust himself further. He looked through the window and across the snowy landscape, but he saw nothing for the happy mist that filled his eyes.

PLANTING SCHOOL GROUNDS.

THIS subject, of great importance in itself, and treated with much ability, occupied the attention of a late meeting of the Massachusetts Horticultural Society, in an address by L. M. Chase, of Roxbury. He very correctly remarked at the outset that if we desire to render our school grounds attractive, and a public ornament, there is nothing which yields so great results for a small expenditure as the decoration of planting. He remarked that many of the school houses in that highly cultivated region would be far more attractive if a few dollars could be expended in planting trees and shrubs about them, and improving the lines of approach. Except in the State of Connecticut, almost nothing had been done to adorn the country school grounds of New England. In many instances, five dollars a year would in a few years render them exceedingly beautiful. Many years ago, a distinguished public speaker, who had traveled through a large portion of Western New York, remarked before a large assembly that he could at once distinguish the common school house in any district from other buildings by its unattractive and neglected condition, without a tree or bush to protect it. Another person named a locality where he had seen two magnificent brick barns, supposed to have cost at least six thousand dollars each, and within a mile of them a district school was in session in a house not costing five hundred dollars, and badly neglected besides. This contrast between brick barns and unpainted school houses showed very distinctly the relative estimation in which their horses and children were held by these farmers!

The district and other public schools, in which so large a portion of the lives of children is spent, and where many of the most important early and permanent impressions are received, should be of a pleasing and instructive character, and not of a repelling influence. The grounds should be planted with trees and shrubs, and neatness studied and kept up. A reason why so many occupants of farms show such a disregard for order, may be traced to the repulsive early lessons received by them at school in their younger years.

Sometimes a moderate amount of attention will accomplish important results. The owner of a farm was asked for a school lot, for a house about to be erected. In selling it he made the provision that a dozen deciduous and a dozen evergreen trees should be planted and kept in good growing condition, and till this was the case, seven dollars a year should be paid to him by the school trustees. They paid the penalty but once; and now handsome trees and comfortable shade distinguish the premises, while other school houses in that region of country are marked for their baldness and neglect.

In connection with planting trees, valuable lessons may be taught of practical utility. Every neighborhood has growing wild within a few miles species which every country resident should distinguish at sight. There are growing wild in the northern States of the Union as many as twenty species of the oak, and yet how many men in a thousand can distinguish and name one-half of this number? There are seven species of hickory, six of maple, seven of pine, seven of birch, and if a part of these could be transplanted to the grounds of our larger schools and academies, the knowledge of timber trees which might be thus taught would be of real utility in many instances in after-life. Some of these and other trees might be obtained from our best nurserymen at little or no expense; and a collection of named shrubs would add to their value. The temporary and permanent care and protection which they would require, and which competent teachers could induce the students to give them, would be a positive advantage in practical treatment.

The lecturer whose words we have quoted, very justly regards the work of teaching school children a love of nature a matter of great importance, both as increasing the sources of happiness to them, and as opening avenues for their future usefulness in many ways. He says: "Set the child down

in the lap of nature, in the midst of flowers and trees, of mountains, and of the blue arch of sky above him. Let him hear the songs of birds, the soft breathing of spring, the sighing of autumn, the blast of winter, and his education is properly begun, and not till then. I have been told by several persons that they first learned to love school through their nature lessons. Such instruction will never be forgotten, and will produce important results in mature life."

During the discussion which followed the lecture above mentioned, a member mentioned an instance in which permission was obtained to plant trees in a school yard, and the children snbscribed money for the purpose, and the trees were planted. Both teachers and pupils took great interest in this movement. He regarded it as important to turn education in a little different direction from that which it now takes.—*Country Gentleman.*

IMPORTANCE OF READING.

IT is probable that no one branch of education has been more neglected than reading. An impression has prevailed that a child will gradually and naturally acquire an ability to read as it grows older, whether it be taught reading or not. This impression is strengthened by the fact that the daily study of arithmetic, grammar, geography, etc., all require the practice of reading. This idea is fast losing ground: the merely naming of words is not reading. To be able to read requires a knowledge of the requirements and science of vocal expression, voice culture and management, articulation, action, grouping, etc. These things can only be acquired by careful study and training. Good reading and speaking is so essential a part of an education that it should not, under any circumstances, be neglected. Surely any young man will have much use for this when beginning in any business or profession. If he desires to be a lecturer, editor or statesman, or to fill any public office, then this is the vital part of his education. Milton has said, "An education is that which best fits a man to perform skillfully and magnanimously all the duties of life, both public and private, in peace and war." Then if we give our children an education, we must teach them to be ready to fill any position to which they may be called. The ancients gave much attention to this subject, but for some unaccountable reason there has not been so much attention given it, until it can now very justly be termed a modern science. However ancient the science may be, the time never has been when the need of better readers and speakers was more urgent than at the present time.

For years a deficiency in these accomplishments has been observed and deplored. Now the question arises, What is to be done? I shall answer by saying, Learn to read and speak. Study the science of reading and speaking. Many do not understand the great benefits which are derived from the proper study of this science. I shall mention a few. It strengthens the throat and lungs, gives a clear, smooth, musical tone to the voice, gives grace and ease to the speaker. A knowledge of this science is very necessary to the orator and reader who would correctly portray the thoughts and passions that animate the human soul. But this science is not confined to the public speaker; it is of the utmost importance in our business intercourse and daily affairs.

The conversation of a person either attracts or repels us. Our tones and manners leave their impression upon those with whom we mingle long after the words we utter have been forgotten. How essential then that we cultivate an agreeable tone of voice, and a pleasing and engaging manner. Educate wisely—it is the understanding that comprehends. The operations of the vocal instrument being so delicate and the liabilities to false practice so great, render it a matter of serious importance that children be properly directed in its use at an early age. Parents can do a great deal of this at home. Teach your children to read aloud to you, have them commit to memory some good selections and recite them. Do not let them be excused from the rhetorical exercises at school, rather insist that they do more such work.

'Tis education forms the common mind,
Just as the twig is bent the tree's inclined.

The child gets its first instruction at its mother's knee, and every word and action taught it there tends towards the formation of its character. Then if we would have readers and speakers of our children we must teach them this art. Have them read and recite at home, and as they grow older, instead of their thinking they are too large to do those things, teach them that to be able to entertain a guest, or the family circle, adds to their dignity, which it certainly does. Encourage them to enter school debates; it will teach them self-possession, and they will get accustomed to hearing their

own voice, and will not be frightened at it. Have them read and then tell what they have read. It does one but little good to know anything if he cannot convey that knowledge to others.

HEREDITY AND EDUCATION.

BY AMORY H. BRADFORD.

AMONG the great facts which have come to the front during the last half-century, heredity is perhaps the most prominent. It has been recognized in all ages. It never was more clearly stated than in the Ten Commandments: "For I the Lord thy God am a jealous God, visiting the iniquity of the fathers upon the children, upon the third and upon the fourth generation of them that hate me; and showing mercy unto a thousand generations of them that love me and keep my commandments." This fact, as science interprets it, shows that it is the tendency of disease and evil to run to the third and fourth generations, seldom to the fifth, and that then there is reversal to the original type, which is always beautiful and beneficent. On the other hand, in the nature of things, that which is good continues so until corrupted. Evolution has unquestionably brought the law into its present prominent place; for evolution works by two factors, namely, heredity, or that which tends to permanence; and environment, or that which tends to variation.

The characteristic of the first is that it reproduces the past; of the second, that it adapts to new conditions that which has come from the past. The prominence of these forces is, whether justly or not, revolutionizing thinking, compelling men to rewrite their psychologies, their treatises on ethics, their theological creeds. While the revival of interest in this great law influences other spheres of inquiry, it would be strange if it did not also modify theories of education. Every child is the product of all preceding generations. He is not himself alone, but a body packed with potencies derived from no one knows how many or what personalities which have lived before him. The problem of education is by means of environment to modify and, as far as possible, destroy the evil, and bring the good into expression and power. Nor is this all; for tendencies to good, when improperly balanced, become evil. Education, therefore, has to do with the elimination of tendencies toward deterioration and the proper development and balancing of tendencies toward good. The word education is a history. It implies heredity, for it indicates something to be drawn out; and as that something could not originate with the child, it must have been transmitted. The word implies powers which have come from others and which are to be trained. So of the word culture. Where does culture begin? With birth. The age of impression is quite as important as the age of reason.

Culture implies something to cultivate. That something is not implanted by teachers, but is always inborn. All schemes of culture should begin with the recognition that each child is different from every other; that the lines of difference run far back, and therefore are not superficial, and that, in order to secure the highest efficiency, systems of education should be adapted to the individuals to be reached. Each child possesses characteristics which run back through generations, for which it is not responsible, and which can be changed only by the most carefully planned and wisely adjusted discipline. In each pupil there appear tendencies which have been modified here and given new impulse there, tendencies which are sometimes quickly discerned and sometimes lie too deep to be easily found. If, now, it be granted that heredity and environment differentiate the pupils in our schools so that no two, even from the same family, are exactly alike; and that they come to the teacher's hands each with his own peculiar powers and faculties to be developed, the problem of education becomes complicated and difficult. By the study of what men are, we learn of what they are capable. The word education signifies, "To lead out." To lead out what? That which is in the book? No. That which is in the teacher's mind? No. That which is in the pupil. Dr. Stanley Hall says: "There is one thing in nature, and one alone, fit to inspire all true men and women with more awe and reverence than Kant's starry heavens, and that is the soul and body of the healthy young child. Heredity has freighted it with all the results of parental well and ill doing, and filled it with reverberations from a past more vast than science can explore; and on its right development depends the entire future of civilization two or three decades hence. Simple as childhood seems, there is nothing harder to know; and responsive as it is to every influence about it, nothing is harder to guide. To develop childhood to virtue, power, and due freedom, is the su-

preme end of education, to which everything else must be subordinated as means." Knowledge is not always desirable for its own sake. It is valuable as a means. Study which leaves the manhood narrow and contracted, and fills the head only as gold fills a miser's purse, is hardly worth the effort required.—*Educational Review.*

GROWTH OF THE CHURCH.

THE *Independent* has gathered some valuable and interesting statistics showing the strength of the various Christian churches in the United States and their growth during the past year. In some cases the figures are estimates, but our contemporary believes that on the whole the results "very closely approximate the truth." From these it appears that there are in the United States 151,261 churches of all denominations, 103,300 ministers, and nearly 22,000,000 members. During the year there has been an increase of 8,500 churches, nearly 4,900 ministers and nearly 1,090,000 members.

The most numerous denomination is the Roman Catholic, with its 7,500 churches, 8,300 priests, etc., 8,277,000 population, of whom 4,676,000 are estimated to be communicants. Then come the Methodists with, in round numbers, 4.980.000 communicants; Baptists, 4,292,000; Presbyterians, 1,229,000; Lutherans, 1,086,000; Congregationalists, 491,000, and Episcopalians, 480 000. The increase in the Catholic population during the year was 421.700. The estimated gain in Catholic communicants was over 238,000.

The growth of Protestant membership was 668,000. The Methodists gained more than 256,000; the Baptists more than 213,000; the Lutherans 98,000; the Presbyterians nearly 49,000; the Congregationalists more than 16,000, and the Episcopalians about 9,500. The accession of new members was even larger than these figures, since in every denomination there were deaths of members whose places were filled by new acquisitions. The number of deaths in the Methodist Episcopal body, for example, was reported at 28,300.

This is a highly satisfactory and encouraging showing to all who have the welfare of the church at heart. A gain of nearly eleven hundred thousand in membership in one year, with a corresponding increase in the number of churches and ministers, indicates that Christianity is marching on with no uncertain stride. As our contemporary well says, "It is in itself a most overwhelming refutation of the assertions we hear now and then from various quarters, that Christianity is losing its hold upon our people, and that our churches are declining."—*N. Y. Herald.*

SUGGESTIONS IN THE TEACHING OF LANGUAGE.

A FEW years ago there was no such term as language—it was grammar. Language includes reading, it includes writing, it includes spelling, the use of language in every way, orally and written; and it includes grammar. Language is that teaching of the child which will give him a correct and fluent use of English. I claim that it comes as a habit. We talk and express ourselves from habit. The reason that pupils cannot get up and address a meeting correctly is because habit is too strong for them. When we are not careful we forget ourselves and talk as we used to. The remedy is to fasten good habits upon the children.

I would devise means to have all the children talk and write. Give them something to talk about. Tell them just what to talk about and write about. I sometimes ask them to tell what they have done since their dismissal from the previous session of school and their attendance upon the next session, and by so doing give them a chance to talk about something with which they have been familiar.

Story-telling is, indeed, the very simplest thing of all. We all like stories. My father, now 90 years of age, still likes to hear a story. I think teachers ought to be examined in story-telling, and I would like to sit by and listen. The first thing we do in primary grades is to set the children to telling stories. They get into the habit of telling what they know and talk about something in which they are intensely interested. This is continued up through other grades. There is everything in being skilful in telling children. Let criticisms rest upon them very lightly all the time; don't pour on too much at once; let the child have a fair chance to do what he can. Some teachers seem to think if they do not correct all the mistakes at once which a child makes, they will never have another opportunity. Why, they are happening all the time! Tell a story rather than read one to the children.

Writing commences with the second or third year in school. If they write out a

story it is generally a jumble, and they should be held to writing sentences. The teacher should not wait until she reaches the school-room before she prepares her dictation exercise. Prepare it before hand, and let one exercise be such as to include capital letters, another the interrogation point, another the apostrophe, etc. Reduce your dictation to one line if need be. Write it on a slate, and thus be economical and save paper, or on a blackboard, if you have plenty of room, and let the children study it. It will become a sort of game with them to see if they can't do it right. Train them with two and three and more sentences as they progress, and by and by they will commence to study the meaning of sentences.

There should be a law to expel a teacher from a school who examines and corrects the writing of all her pupils. Her time can be better employed. Just take a jumbled sentence and put it on the board, and there correct it and make English of it. Let the pupils understand that they are helping you to make English of it, and by following this up daily in a short time you will find things looking better. Don't forget supplementary reading sometimes outside the regular reading lesson. If your school authorities don't supply you with it, bring in something and read to the children. The geography lesson will entirely change, and the pupils will become familiar with stories. There is too much in our schools of what is known as "teaching," a continual talking to children. Pupils should learn how to learn something. —*R. C. Metcalf, Supervisor Boston Schools.*

A TALK WITH BOYS.—I am sure that each one of you boys wants to be a gentleman sometime. No boy wants to be called a boor or a clown when he grows up. But you need not wait till you are five feet ten and can vote. Begin this minute, and carry yourself so that people will say, "What a perfect little gentleman Fred Brown is!" Set your hat straight, hold your head up, and take your hands out of your pockets. Don't say that you are a free-born American citizen, and can sit in a roomful of people with your hat on. If you were the Great Mogul himself you would have no business to do it. If you mean to be polite you must be so all the time, or else you will seem to be acting a part. Be attentive to your mother and sister. You'll never find another friend so good as your mother—and surely your sister is entitled to the same courtesy as the sister of some other boy. Be polite to all who are your social inferiors. The most polite gentleman I know has the same greeting for all people. Be especially courteous to old or helpless people. Lots of boys are ready to carry a pretty girl's bundle, but are not willing to help an old woman with her burdens. I once saw a man who was a modern Lord Chesterfield, excuse himself to two ladies with whom he was walking and help a lame old man get his wheelbarrow out of the ditch. Then he quietly rejoined his companions and resumed the conversation. "He's what you may call a gentleman," said the old man, looking after him, and he was right.—*N. Y. School Journal.*

A distinguished professor of chemistry in Göttingen, complained one day about the want of observing power on the part of his students, saying to them, "Gentlemen, you make too little use of your faculty of observation. In my youth, when I studied chemistry, we were obliged to employ all our senses in the service of scientific observation and investigation. You see this jar? Do you know what it contains? No, for you hesitate to taste its contents as I do. Many of you observe only with one sense. Employ all your senses, and the result will be astonishing to you." And saying that, the professor dipped a finger into the abominably malodorous liquid. and then put his finger into his mouth. In order to prove that they did not deserve the reproach of their beloved teacher, the students all flocked around the laboratory counter and followed the example of their teacher, though it was done with an array of disgusted faces and ejaculations of horror. "Gentlemen," said the professor, when they had returned to their seats, "from your actions you may see how correct my statement was. If your faculty of observation had been better developed, you would have noticed that I did not put the *same* finger into my mouth that I dipped into this malodorous chemical substance."—*Dr. A. L. Klemm.*

VARIETY, progression, moderation and purity should enter into every scheme of children's reading.—*Supt. S. T. Dutton.*

IF we take into account the well being of the individual in our plan for his education, we shall make provision for training him into a state of general intelligence before he is subjected to the narrowing influences of the pursuit of any special occupation.—*Supt. Jno. W. Dickinson; Boston, Mass.*

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THE FIGHT FOR FREE SCHOOLS IN PENNSYLVANIA.*

JAMES PYLE WICKERSHAM, LL.D.

THE free school system of Pennsylvania is firmly rooted in the affections of the people. No political storm, no revolution that does not shake the very foundations of our whole social structure, can mar its features, much less endanger its existence. But this system so popular, so beneficent, was once the cause of a long-continued and hard fought battle, and is the fruit of a not less great because bloodless victory.

The fight for free schools was not a conflict of a day or a year. The men who led it were not even all of one generation. The struggle began one hundred and fifty years before the first free school was opened under the memorable Act of 1834. There was a long antecedent period of growth, a wonderful evolution of ideas and events, a gradual ripening of the civilization of the time, before a free school system was possible.

In the Frame of Government or Constitution for his Province, prepared with the most elaborate care and in the light of the most advanced political wisdom of the day, before he left England, the founder of the Commonwealth provided that "the Governor and Provincial Council shall erect and order all public schools." In Pennsylvania, therefore, it was meant from the first that education should be a public concern. This in itself was a step in advance of the age, for at that time in England, and with few exceptions in all other countries of Europe, education was either controlled by private individuals, corporations or the church. To carry into effect the far-seeing educational policy expressed in the fundamental law, an Act was passed by the Provincial Assembly in 1683, as follows: "And to the end that poor as well as rich may be instructed in good and commendable learning, which is to be preferred before wealth, *Be it enacted*, That all persons in this Province and Territories thereof having children, and all guardians and trustees of orphans, shall cause such to be instructed in reading and writing so that they may be able to read the Scriptures and write by the time they attain to twelve years of age; and that they may be taught some useful trade or skill, that the poor may work to live, and the rich if they become poor may not want; of which every court shall take care. And in case such parents, guardians or overseers shall be found deficient in this respect, every such parent, guardian or overseer shall pay for every such child, five pounds, except there should appear an incapacity in body or understanding to hinder it." This enactment placed on our statute book more than two hundred years ago deserves to be framed and hung up in every school-house in the Commonwealth. I have not found

* This was the last educational paper written by Dr. J. P. Wickersham, late State Superintendent of Public Instruction of Pennsylvania. He read it recently as a lecture, before Institutes and on other public occasions.

in the contemporaneous history of any other people an educational law so broad, or the expression of views on the subject of education so nearly approaching those entertained by the leading school men of the present day. This ancient Legislature, guided by the master hand of Penn, meant to make education universal within its jurisdiction. All children were to be instructed in reading and writing by the time they were twelve years of age. They were then to be taught "some useful trade or skill," thus anticipating the efforts of the present day in behalf of industrial education. Neglect in either case was an offence to be looked into and punished by the county courts. Five pounds, probably equal to forty dollars of our currency, was deemed no more than an adequate penalty to be paid by every parent, guardian or overseer who suffered a child to grow up without knowing how to read and write and learning a trade. All honor to those old legislators whose work on the foundation of our educational structure was so wisely done!

The remarkable law of which we have just spoken was enacted in 1683: in 1683 also the Provincial Council, William Penn presiding, had under consideration the establishment of a school of arts and sciences, and six years later was founded in Philadelphia the Friends' Public School, designed doubtless, under the educational provision of the Frame relating to the establishment of public schools, to be the first of many institutions of the same character expected to be deemed necessary to supply the wants of the province as the population increased. By a public school, however, was not meant at that day as now a free school established and controlled by public authority, but a private endowed school conducted according to certain general regulations prescribed by a charter. Such were the great public schools of England—Eton, Rugby and others. The public school in Philadelphia as chartered by Penn admitted all classes of children of suitable age, and gave instruction to the poor without charge. The higher as well as the elementary branches of learning were taught in the central school, and connected with it, but located in different parts of the city, there was a number of schools for the poor called charity schools. From the manner in which this, the oldest school in Pennsylvania, was constituted, may be readily deduced Penn's educational policy. It contemplated schools established by public authority; schools of different grades, high as well as elementary; education made universal by a provision for the free instruction of the poor. This was not a free school system, but it contained within it the germ that an American soil and with an American environment necessarily evolved such a system.

The Academy and Charitable School of the Province of Pennsylvania, founded by Doctor Franklin and his coadjutors, in 1749, was substantially in design and constitution the same as the Friends' Public School founded a half a century earlier. Both institutions were chartered by public authority and governed by boards of trustees. The Academy like the public school provided higher and lower courses of instruction, and endeavored to reach the poor by establishing charity schools. The friends of each considered it the beginning of a system that would eventually spead over the State. Both Penn and Franklin favored universal education, and both adopted the same means of securing it—the free instruction of the poor. The school chartered by Penn still flourishes, but it never broadened into the system originally contemplated; the Academy projected by Franklin has become a great University. Neither was able to solve the problem of universal education, but both united in leading the way to the solution which came many years later.

The educational conception of the patriots of the Revolution is well expressed in the Constitution of 1776. Therein it was provided that "A school or schools shall be established in each county by the Legislature for the convenient instruction of youth, with such salaries to the masters to be paid by the public as may enable them to instruct youth at low prices." This foundation would not support a free school system, although it was laid by men who meant well to the cause of education, and who were searching earnestly for the best means of imparting instruction to the people. But though the foundation had been broader and stronger, little could have been done towards erecting a building upon it during the great contest of arms then pending. The war over, the interest in education revived, and soon it became evident that there was to be a struggle between those who favored a general system of public schools and those who held that the State had done its duty when it had provided gratuitous instruction for the poor. In fact the fight for free schools, though necessarily involved in the educational policy of Penn and portended by many events occurring during the first hundred years of

our history, actually began in the Constitutional Convention of 1790, and followed for many years the different interpretations given to the Article concerning elementary education adopted by that convention. The article reads: "The Legislature shall as soon as conveniently may be provide by law for the establishment of schools throughout the State, in such a manner that the poor may be taught gratis." For forty years and more this Article continued to be a bone of contention, one party stoutly affirming that it required the Legislature to establish a general system of public education, and the other maintaining as stoutly that it only made imperative the duty of providing gratuitous instruction for the poor. Details are impossible in a brief lecture, but there was not a governor's message from 1790 to 1834, in which the question was not brought forward—not a session of the Legislature in which the opposing forces did not appear in battle array if not actually come to blows—not a year in which the people did not agitate the subject in public meetings or by means of articles in the newspapers or petitions to the Legislature. The friends of a general system were nearly always in the minority; as early as 1794, however, they passed their bill in both Houses of the Legislature, but it was lost in a conference committee; and in 1824 their bill became a law, but was repealed two years later, having been so bitterly opposed as to accomplish little good. The reign of the majority is shown in the laws of 1802, 1804 and 1809, setting up and supporting what came to be known as "pauper schools," schools admitting poor children but no others without charge. But defeated one year, the earnest, public-spirited school-men next year renewed the fight, as one leader went down another stepped forth to supply his place, and the glorious flag under which they fought was never lowered to the enemy.

As the final struggle to establish free schools approached, several interesting circumstances heralded its coming. Philadelphia was constituted the first school district of Pennsylvania, and adopted the Lancasterian system of instruction in 1818. Lancaster City and the incorporated boroughs of the county, following the example, became the second school district in 1822, and opened one or more schools on the Lancasterian plan. The schools established in Philadelphia and Lancaster under the laws of 1818 and 1822 were not free schools; they were public schools to which the poor were admitted without charge, and those who could afford it paid tuition fees. But they were established, organized, managed, and supported by public authority, and this was a great point gained over the unorganized and scattered private schools that they superseded. In principle, the Pennsylvania Lancasterian schools were precisely the same as the earlier public schools of New England and New York; for in both, children able to pay were required to do so. Still they were not free schools—for these a patient people were compelled to wait some time longer.

Directly after the second war with Great Britain and during a period of great distress, there was established in Philadelphia a body of citizens known as the Society for the Promotion of Public Economy. This society had a standing committee on public schools. The members of this committee were largely instrumental in securing the adoption of the Lancasterian schools in 1818, and in bringing the originator of the system, Joseph Lancaster, from London, to superintend their introduction; and finding room for an independent organization, many of the same gentlemen united in forming in 1827 the Society for the Promotion of Public Schools. Robert Vaux was at the head of both organizations, and also from 1818 to 1830 served as President of the Board of Public Education. To him, as a leader in the work of educational reform, Pennsylvania owes a deep debt of gratitude.

The Society for the Promotion of Public Schools was composed of intelligent, public-spirited men. Their broad purposes and the methods relied upon to accomplish them were set forth in the constitution they adopted as follows: "The object of the Society shall be the promotion of education throughout the State of Pennsylvania, by the encouragement of public schools in which the elementary branches of education shall be taught in the respective counties of the Commonwealth; for the attainment of this end the Society shall open and maintain a correspondence with such zealous, intelligent and patriotic citizens as may be induced to co-operate with it, and shall from time to time communicate to the public, through the medium of pamphlets and newspapers, such information as it may deem expedient, and adopt such other measures as may appear to be best calculated to accomplish the object of its creation." Faithfully did this earnest body of educational reformers labor to perform their self-imposed task. They published reports, elaborate,

able, showing the unsatisfactory condition of education throughout the State, and explaining the reform that would be effected by the introduction of a public school system, and scattered them broadcast over the Commonwealth; they opened correspondence on the subject with leading men in every county; they secured as far as practicable the aid of the public press, to which they furnished many articles concerning the subject for publication; meetings of the friends of education were held in many places at their instigation, and they prepared and had circulated and signed at every session for years petitions and memorials to the Legislature in behalf of a system of public schools. Indeed, it is only doing simple justice to say that these big-hearted, broad-minded, self-sacrificing private citizens were the power that moved and steadied the hands of Governor Wolf in his educational policy, and that sent Senator Breck to the Legislature determined to press to an issue the long-pending contest for free schools.

The messages of governors, the reports of legislative committees, and the petitions and memorials from the people on the school question, which for years had been troubling the waters of the Legislature, at length, in 1831, resulted in the passage of a law providing for the creation of a common school fund. The calculation was that in about ten years the interest on the fund would amount to $100,000 per annum, when it was enacted that the annual distribution among the common schools of the State should begin. There were no common schools at the time, and none were provided for in the Act; but their friends counted it something gained when they placed money in the treasury to pay for them on their coming, and they felt that the glad day was near at hand.

We are now approaching the climax of the great fight. The Legislature of 1833–4 is in session. The forces gathering for one hundred and fifty years have concentrated at Harrisburg. They are arrayed against each other for a final struggle which, it is plain, must be one of life or death.

It was about this time that James Buchanan, as if in prophecy, in a public address spoke as follows: "If ever the passion of envy could be excused, a man ambitious of true glory might almost be justified in envying the fame of that favored individual, whoever he may be, whom Providence intends to make the instrument in establishing common schools throughout this Commonwealth. His task will be arduous. He will have many difficulties to encounter, and many prejudices to overcome; but his fame will excel that of the great Clinton in the same proportion that mind is superior to matter. Whilst the one has erected a frail memorial which, like everything human, must decay and perish, the other will raise a monument which shall flourish in immortal youth, and endure whilst the human soul shall continue to exist. Ages unborn and nations yet behind shall bless his memory."

George Wolf sits in the gubernatorial chair. He is of good German stock, solid in body and mind. His education has been received at the old classical academy established by the Presbyterians in his native township, Allen, Northampton county. In this institution, too, he has had some experience as a teacher. By these influences he has succeeded in engrafting upon a strong conservative German stock something of the Scotch-Irish energy and spirit of progress. Elected governor in 1829, he has proved himself from the first an ardent friend of public education. Not in his earliest messages taking ground in favor of an absolute system of free schools, he has advanced step by step until now, as he enters upon his second term, he has become the firm and fearless advocate of such a system—so firm and fearless indeed, that neither the persuasions of friends, the threats of enemies or political dangers to himself, can move him a hair's breadth from his position. Strong and bold as had been his words in previous messages urging better provision for education, his appeal for free schools in his message of 1833–4, excelled them all in ability and earnestness. He seems to have thought the time had come for a final effort in behalf of a cause near his heart, and he made it with a power that must have appalled the opposing forces. He says:

Universal education, if it were practical to enforce it everywhere, would operate as a powerful check upon vice, and would do more to diminish the black catalogue of crimes so generally prevalent, than any other measure, whether for prevention or punishment, that has hitherto been devised; and in this State it is not only considered as being entirely practicable, but it is enjoined by the Constitution as a solemn duty, the non-compliance with which has already stamped the stain of inexcusable negligence upon the character of the Commonwealth, which nothing short of prompt and efficient mearures in compliance with the constitutional requirement can remove.

He continued:

Our apathy and indifference in regard to this

subject becomes the more conspicuous when we reflect that whilst we are expending millions for the improvement of the physical condition of the State, we have not hitherto appropriated a single dollar that is available for the intellectual improvement of its youth, which in a moral and political point of view is of tenfold more consequence.

He adds:

According to the returns of the last census, we have in Pennsylvania five hundred and eighty-one thousand one hundred and eighty children under the age of fifteen years, and one hundred and forty-nine thousand and eighty-nine between the ages of fifteen and twenty years, forming an aggregate of seven hundred and thirty thousand two hundred and sixty-nine juvenile persons of both sexes under the age of twenty years, most of them requiring more or less instruction. And yet with all this numerous youthful population, growing up around us, who, in a few years are to be our rulers and our lawgivers, the defenders of our country and the pillars of the State, and upon whose education will depend in great measure the preservation of our liberties and the safety of the Republic, we have neither schools established for their instruction nor provision made by law for establishing them as enjoined by the Constitution.

He thus concludes:

It is time, fellow citizens, that the character of our State should be redeemed from the condition of supineness and indifference under which its most important interest, the education of its citizens, has so long been languishing.

Samuel Breck had come to the Senate in 1833 at the instance of the friends of public education in Philadelphia, with the avowed purpose of making an effort to secure the adoption of a system of free schools. In order to lose no time, Senator Breck offered a resolution the first day of the session providing for the appointment of a joint committee of the two houses, to whom should be intrusted the consideration of all matters appertaining to the subject of education. He was made chairman of this committee, and at once began the preparation of the bill that became a law three months later, and established free schools in Pennsylvania. Samuel Breck was a native of the State of Massachusetts, a gentleman of fortune, a fine scholar and a man of great public spirit. He had travelled abroad, and was well acquainted with the conditions necessary to maintain free institutions. Those who served with him on the joint committee were on the part of the Senate, Charles B. Penrose, of Philadelphia; William Jackson, of Chester; Almon H. Read, of Susquehanna, and William Boyd, of Philadelphia; and on the part of the House, Samuel Anderson, of Delaware; William Patterson, of Washington; James Thompson, of Erie; James Clarke, of Huntingdon; John Wiegand, of Philadelphia; Thomas H. Crawford, of Franklin, and Wilmer Worthington, of Chester. Thaddeus Stevens was a member of the House, but did not serve on the committee or manifest any special interest in the educational question. He became a leader in the fight for the first time the following year, when an attempt was made to repeal the act. Thomas H. Burrowes was not a member of the Legislature; he had been a member of the House a year or two before, but was then known as an anti-free-school man. His large services to the free school cause were rendered as the organizer of the system while occupying the position of Superintendent of Common Schools from 1836 to 1839.

The bill establishing a system of free schools, as prepared by Senator Breck's committee, passed both Houses without material amendment, and strange to say without much open opposition. It was a surrender without the risk of a battle. There must have been a large minority if not a majority of members at heart opposed to the bill; but awed by the determined attitude of the Governor, unable to match their adversaries in argument or spirit, shrinking from the ridicule which they were sure to encounter in open debate, they were swept for the moment into the passing current, and in the House but one vote was recorded against free schools, that of Grim of Lehigh, and in the Senate three dissenting voices only were heard in opposition, those of McCullough of Huntingdon, Stœver of Dauphin, and Sangston of Fayette.

Details concerning the preparation and passage of the free school bill have been gathered from the official records, from the periodicals of the day, and from the recollections of the participants; but you will be most interested in hearing them from the private and unpublished journal of Senator Breck written at the time. He thus writes:

Wednesday, December 11, 1833. The chief occupation that I propose to myself this session is the formation of a system of general education; for which purpose I introduced into the Senate on the first day of its meeting, a resolution appointing a Joint Committee of the two Houses, to which should be referred all matters that have relation to the subject. That resolution has been adopted, and it now remains for me to call the Joint Committee together for the purpose of organizing and commencing business. As I am chairman, I may be expected

to take the lead. I shall therefore address letters to the Governors of the States where universal education is in operation.

Sunday, January 19, 1834. Here is a gap in my journal, owing to the constant occupation on the report and bill prepared by me on the subject of general education.

Saturday, February 1. My general education bill, report and appendix having been printed to-day, I sat up until midnight sending off about two hundred copies.

Thursday, February 27. The general school bill introduced by me has passed the House of Representatives by a unanimous vote save one, and the *nay* man is named Grim.

March 15. This morning, the education bill which has engaged much of my attention passed the Senate with three dissenting voices, and these decidedly the most ignorant and least educated of its members. They are Messrs. McCullough of Huntingdon, Stoever of Dauphin and Sangston of Fayette. These three, with Grim in the House of Representatives, form the minority in the Legislature. It is truly honorable that so good a bill should have passed so nearly by a unanimous vote. If the measure shall work well, my public life will have resulted in some good.

I am happy to say that I was aided zealously and very ably by Doctor Anderson and Doctor Worthington of the House, and Messrs. Jackson, Penrose and Read of the Senate.

These extracts are brief, but they tell the whole story. Stopping now and taking a look over the field, the victory would seem to be complete. But has it not been gained too easily to be secure? Will not the old enemy rally once more as in 1826, and renew the fight? We shall see.

The Act establishing free schools was approved by the Governor on the first day of April, 1834. Under its provisions the first election of school directors in each district was fixed for the third Friday in September following; and on the first Tuesday in November was appointed the joint meeting in each county of a delegate from the several boards of school directors and county commissioners held for the purpose of deciding whether or not taxes should be levied for the support of schools. It was the duty of the sheriff of each county to give, by proclamation, thirty days' previous notice of the election of school directors. These notices began to appear in the newspapers early in August, and soon after the discussion concerning the new law began to grow warmer and warmer, until little else was talked about in public places from one end of the State to the other. It soon became evident that the anti-free-school men, who had lost the battle in the Legislature, were determined to renew it before the people, and with a fair prospect of success; for it must be confessed that then and for years afterwards the majority in most of the counties and districts were opposed to the change in the educational policy of the State brought about by the Act of 1834, and had they been allowed to vote squarely upon the question they would have wiped it from the statute-book by a majority of many tens, if not of hundreds of thousands. Even as it was, without a chance to express their opinions at the polls, except by indirection, and with large pecuniary inducements in favor of the Act, 485 out of 987 districts either boldly refused to enforce the law or stubbornly resolved to act as if no such law had been passed, and these recusant districts contained much the largest number of people and much the largest amount of wealth. In many districts the contest for and against free schools was so bitter that party, and even church ties were broken up; the rich without children arrayed themselves against the poor with children, and the business and social relations of whole neighborhoods were greatly disturbed. Cases are known in which father and son took different sides, and in certain districts an outspoken free school man was scarcely allowed to live in peace and transact ordinary business. The newspapers of the day were crowded with communications on the subject of the new school law, and it was the leading topic in hundreds of localities, wherever the people were accustomed to assemble, at shops, or stores or taverns, and on days of election or of public sale. Stories continue to be told by old men of the questionable means used to carry the elections by parties on either side. Enmities were created between individuals and families that outlasted the life-time of those concerned. One whose recollection does not extend back to the infancy of our common school system can form no idea that an institution now so freely supported and so deeply rooted in the affections of the people could once have been so bitterly opposed and so cordially hated.

The new law met with most favor in the northern counties. These had been settled by people from New England and New York, accustomed to public, if not free schools, and understanding their advantages. It was comparatively well received in the counties west of the Alleghenies, where a diversity in wealth had not yet bred distinctions of class, and where different nationalities and different religious denominations had become so thoroughly mixed as to recognize an educational interest in common.

Opposition to it was most formidable in the southern, central, and south-eastern portions of the State, and greatest of all in counties and districts in which the people were principally of German descent. The cause of this peculiar condition of things is not difficult to find.

The schools were opposed by several classes of people, and for different reasons. First, there was an aristocratic class whose Old World ideas of rank and privilege still controlled their judgment. They had no sympathy with the doctrine of equality upon which free schools are founded. They looked upon a lower class—a peasant class—as a necessity; and to educate beyond the mere elements those who must forever remain at the bottom of the social scale, was in their opinion to unfit them for the sphere of life for which they were intended, and to render them unhappy. The doctrine that all men are created equal, that brains and blood truly noble are as often born in a cottage as in a castle, they met with a sneer that expressed better than words their disgust. As a work of benevolence they were willing to assist in educating the poor as poor to a limited extent, but they never could think of sending their own children to common schools, or of sanctioning the leveling principle upon which they were established.

Then, there was a class of people at that time, as there always is, who were opposed to change; who would rather suffer a present ill than risk an experiment with the hope of bettering it. This class of social and political dead-weights rested like an incubus upon the effort to establish free schools. Their denunciations of the new school law were fierce and unrelenting, for they rightly conceived that it brought about not only a change in the school policy of the State, but a revolution.

Several religious denominations almost in a body placed themselves in opposition to free schools as established by the new law. The Catholics, who have always done most to support their own schools, seem to have stood aloof from the contest; but with many notable exceptions, the Friends, the Lutherans, the Reformed and the Mennonites, wherever sufficiently numerous to have churches and schools, united in voting against the free school law and taxes for free schools. Some of the boldest leaders and staunchest friends of the free school cause were connected with these denominations, but what has been said applies to them as a whole. They had reason. They were not opposed to education. They were at the time maintaining at their own expense hundreds of schools. In these, in accordance with the rules of their several churches and the customs of their fathers, their children had long been instructed by teachers of their own appointment in the various branches of secular knowledge and in the sacred doctrines of religion. The school-houses had been built and furnished with their own money. In many places they had connected with the school property houses and gardens for the teachers, and in some cases the schools were endowed. The poor children of the denomination supporting the school were usually instructed without charge, and it was rare indeed that any poor child residing within reach of a school was denied instruction because he could not afford to pay for it. To break up this system of schools which they had established and were willing to support, to continue it and yet be compelled to pay taxes for the maintenance of common schools, seemed to them alternatives equally objectionable. But what went hardest with most of them was to sever the tie that had bound in one church and school, to divorce what in their view God had joined together, to secularize the school and be compelled to educate their children where they could receive no positive religious instruction. The greatest sufferers from this severance of church and school were the German denominations; for in their case it was the breaking up of relations existing for hundreds of years, and considered sacred by them and their fathers. Such were the circumstances in which multitudes of good men were placed, and few can blame them for their opposition to a system of education that would inevitably uproot so much that was dear to them. It was too much to expect them at once to be willing to make so great a personal sacrifice for a principle that had not then proven its universal beneficence.

Many persons of German descent opposed the free schools for another reason—their probable influence in displacing the language they had continued to use and to which they were greatly attached. Instruction was to be given in English; they feared that German would be gradually pushed into the background and eventually entirely displaced. They thought it best, therefore, to offer at once resistance to this insidious attack on their beloved mother-tongue.

But the bitterest enemies of free schools, these that fought them longest and hardest,

were the ignorant, the narrow-minded and penurious. This was the class of men who appealed to the most sordid motives by which communities are influenced, for the purpose of making the new law unpopular. They argued that the education of the masses was dangerous and would breed mischief, idleness, vice, crime; that the taxes required to support schools would greatly impoverish if not entirely bankrupt the people; that it was unjust to compel those who had no children to pay for the education of the children of others—unjust for the industrious man who had saved his money to support schools for the spendthrift who had squandered all he earned—and that the compulsory features of the law would fasten on the necks of the people a tyranny worse than that from which their fathers had escaped by the war of the Revolution. Among the more violent of this class of men were some who used every effort in their districts, fair and foul, to carry them against free schools, and when defeated refused to pay their school taxes; and thinking to make themselves martyrs, stubbornly suffered their property to be seized and sold by tax collectors. By themselves, this extreme class would not have been formidable; but in localities where their numbers and weight were increased by those who opposed the free schools for better reasons, they remained masters of the situation for many years.

With feelings so antagonistic on the question of free schools, it is not to be wondered at that it became involved in the nomination and election of members of the Legislature in the fall of 1834. In counties where the anti-school sentiment was strong, members of the Legislature who had voted for the new school law were either compelled to promise to undo their work or their places were filled by others who were ready to do it for them. Among those chosen were some who owed their election wholly to their bitter hostility to free schools. In Berks county two old members of the Legislature, who were candidates for re-election, were badly beaten because they had voted for free schools. The two Union county members were coldly left at home because, like men, they refused before the nominating convention to pledge themselves to vote for the repeal of the law they had helped to enact. The York county members, bending to the storm, declined to be candidates for re-election when certain defeat awaited them. And such were the results in these and other counties that, without doubt, a majority of the men elected members of the Legislature of 1834–5, went to Harrisburg determined to blot the school legislation of the preceding year from the statute-book.

Undismayed by the storm of opposition raised against free schools, regardless of the hostile feeling which began to threaten him with political danger as their friend, Governor Wolf in his message of December 3, 1834, took no backward step on the educational question, but firmly maintained the advanced position he had so long occupied, and manfully stood by the new law, unpopular as it seemed. He recounted its history, admitted its imperfections, suggested amendment instead of repeal, plead for a fair trial, quoted in its behalf the imperative injunction of the Constitution, and intimated that he would stand by it, come what might.

From the first day of the session, the attitude of the Senate threatened disaster to the infant school system. Jacob Kern, the speaker, of the Northampton, Lehigh, Wayne and Pike district, was an anti-free school man; and David Fullerton, of Franklin county, Chairman of the Committee on Education, shared his views. Bills were offered suspending the new school law for three years, for five years, and to repeal it altogether. Finally, these movements assumed the shape of a bill entitled a supplement to the Act of 1834, which was earnestly debated for many days. The result was the passage of a bill, March 19th, under the title, "An Act making provision for the education of the poor gratis, and to repeal the Act of the first day of April, 1834." In substance as well as in name this bill was a death-blow to free schools. It was passed in the Senate by a vote of nineteen to eleven, and strange to say, thirteen senators who had voted for the school law the year before now voted to repeal it.

Fortunately, the House was more favorable to the school law of 1834 than the Senate. James Thompson, of Erie, afterwards and for many years a Justice of the Supreme Court, was in the Speaker's chair. As a member of the Committee on Education the year before, he had been active in securing the passage of the free school law. Dr. Samual Anderson, of Delaware, had served on the Committee of Education, and was now its Chairman. He was one of the earliest and most earnest free school men. But although the friends of education had more strength proportionately than in the Senate, there were not wanting movements that portended the coming struggle on the

question of the repeal of the Act of 1834. On February 20th, the Committee on Education reported a bill simplifying the Act, and removing some of its objectionable features. A minority report made by Emanuel C. Reigart, of Lancaster, favored a return of the law of 1809, and a bill to this effect was presented. From the beginning of the session, the Legislature was flooded with petitions asking for the repeal or the modification of the free school law. As ascertained by a committee of the House, thirty-eight counties out of fifty-one sent petitions asking outright for the repeal of the law. In this list, Berks was represented by 63 petitions, with 3,674 signatures; Lancaster by 82, with 3,322 signatures; Chester by 40, with 2,261 signatures; Montgomery by 21, with 2,259 signatures; Lebanon by 22, with 1,664 signatures; Bucks by 36, with 1,625 signatures; Lehigh by 27, with 1,586 signatures; Union by 26, with 1,479 signatures; Westmoreland by 16, with 1,445 signatures; Franklin by 17, with 1,116 signatures; Northampton by 18, with 1,053 signatures; Delaware by 33, with 1,024 signatures. These were the only counties that petitioned a thousand strong, other counties made their wishes known by a smaller number of names, as Dauphin by 5, with 355 signatures. The petitions against repeal were weak in comparison, and the forces arrayed against the law seemed almost enough to shake the courage of the staunchest advocate of free schools.

When the Senate bill, repealing the Act of 1834, came to the House, the Committee on Education, as the best mode of meeting the issue squarely, reported it as committed. A fierce battle between the opposing forces was now inevitable, and it began in the Committee of the Whole, where, after a severe struggle, April 10th, the committee reported the bill to the House in the shape of a substitute for the Senate bill, which not only did not repeal the law of 1834, but actually strengthened it by removing some of its most material defects and adding to it several provisions calculated to facilitate its practical operation.

April 11th, 1835, must be regarded as an eventful day in the school legislation of Pennsylvania. The school bill with its amendments came up on second reading before the House. The men who had opposed it the day preceding in the Committee of the Whole, now resisted its further progress with all their power. An amendment repealing the law of 1834 was offered, discussed and voted down. Other less important amendments, intended to cripple the Act, shared the same fate. Mr. Reigart moved that the Act of 1834 be suspended for three years; this motion was voted down by fifty nays to thirty-eight yeas. The members from Montgomery and Lebanon tried to have their counties exempted from the operation of the law, but this was refused. When other means failed, dilatory and obstructive motions were resorted to; but, although the fight continued during a morning, an afternoon and an evening session, the friends of free schools, gallantly maintaining their ground during the whole day, at last began to gain upon the enemy inch by inch, and finally routed him and drove him from the field. The main test of strength was the vote on the first section of the bill, which has passed by fifty-five yeas to thirty-four nays. Gaining strength by this success, the remaining sections were pushed through as rapidly as possible, the rules were suspended, the bill was passed finally, and the victory was complete.

When the amended bill came into the hands of the Senate for concurrence, two alternatives were presented—either to agree to what the House had done, or to suffer the Act of 1834 to remain in force without amendment. The former was chosen; and with a few unimportant changes the bill, as it passed the House, became a law. And so ended the last great fight for free schools in the Legislature of Pennsylvania.

There was a number of brave and devoted friends of public education in the Legislature of 1835, but the acknowledged leader of the free school forces in the House of Representatives during their great struggle was the member from Adams, called subsequently the "Old Commoner," Thaddeus Stevens. He was not popular with his fellow members; on most questions he would not have been accorded large influence or a numerous following; but, when parties became mixed in the hot fight on the question of the repeal of the school law of 1834, and personal prejudices lost their sway amid the conflicting passions of the House, all the friends of free schools were glad to accept his masterly leadership. His position at the head of the free school forces was bold and uncompromising; he infused spirit and courage into their ranks, and met their enemies with bitter denunciation and withering scorn. His was the banner around which they rallied, his the plume that shone highest in the front rank of battle, and his the hand that struck down the fiercest of their enemies. Competent judges who wit-

nessed the fight agree in stating that had he stood aloof the day would have been lost, and so far as the Legislature could do it, the law of 1834 would have been swept from the statute-book.

Thaddeus Stevens was a poor Vermont farmer's son. He made his way, by means of a fond mother's savings, through Dartmouth College, and came to Pennsylvania in 1815, then twenty-three years old. He had made shoes and taught a country school at home, and here he began his career by becoming an assistant teacher in the Academy at York, studying law and opening an office at Gettysburg. Elected to the Legislature in 1831, he took no active part in questions relating to education until the crisis of the great fight came, in 1835, and he saw that the infant free schools were in danger of destruction. Then, gathering up his great strength, he threw himself with his whole soul into the contest, and, as has been related, won the day.

The effect of his speech, delivered at a critical stage in the progress of the bill, was never forgotten either by friend or foe. Dr. George Smith, of Delaware, who was present, wrote of it in 1880: "Stevens' speech was one of the most powerful I have ever heard. The House was electrified. The wavering voted for the House sections, and the school system was saved from ignominious defeat." Elijah F. Pennypacker of Chester, at the time a member of the House, and who was fifty years ago one of the clearest-headed men in the Commonwealth, declared that the speech of Mr. Stevens was "so convincing that the friends of education were brought in solid column to the support of the measure, and thus saved the common school system." The voice of these eye-witnesses is the voice of all. A copy of the speech, beautifully printed on silk by some free school men in Reading, was proudly kept by its author until his death.* Two or three paragraphs from this speech will show its temper.

But we are told that this law is unpopular, that the people desire its repeal. Has it not always been so with every new reform in the condition of man? Old habits and old prejudices are hard to be removed from the mind. Every new improvement which has been gradually leading man from the savage through the civilized up to a highly cultivated state, has required the most strenuous and often perilous exertions of the wise and the good. But, sir, much of its unpopularity is chargeable upon the vile arts of unprincipled demagogues. Instead of attempting to remove the honest misapprehensions of the people, they cater to their prejudices, and take advantage of them to gain low, dirty, temporary, local triumphs. I do not charge this on any particular party. Unfortunately, almost the only spot on which all parties meet in union is this ground of common infamy. . . .

I have seen the present Chief Magistrate of this Commonwealth violently assailed as the projector and father of this law. I am not the eulogist of that gentleman; he has been guilty of many deep political sins. But he deserves the undying gratitude of the people, for the steady, untiring zeal which he had manifested in favor of common schools. I will not say his exertions in that cause have covered all, but they have atoned for many of his errors. I trust that the people of this State will never be called upon to choose between a supporter and an opposer of free schools. But if it should come to that, if that is to be made the turning point on which we are to cast our suffrages, if the opponent of education were my most intimate personal and political friend and the free school candidate my most obnoxious enemy, I should deem it my duty as a patriot, at this moment of our intellectual crisis, to forget all other considerations and place myself unhesitatingly and cordially in the ranks of him whose banner streams in light. . . .

But will this Legislature, will the wise guardians of the dearest interests of a great Commonwealth, consent to surrender the high advantages and brilliant prospects which this law promises, because it is desired by a worthy gentleman, who in a moment of causeless panic and popular delusion, sailed into power on a Tartarean flood!—a flood of ignorance darker, and to the intelligent mind more dreadful than that accursed pool at which mortals and immortals tremble! Sir, it seems to me that the liberal and enlightened proceedings of the last Legislature have aroused the demon of ignorance from his slumber; and, maddened at the threatened loss of his murky empire, his discordant howlings are heard in every part of the land. . . .

Who would not rather do one living deed than to have his ashes enshrined in ever-burnished gold? Sir, I trust that when we come to act on this question we shall take lofty ground, look beyond the narrow space which now circumscribes our vision—beyond the passing, fleeting point of time on which we stand—and so cast our votes that the blessing of education shall be conferred on every son of Pennsylvania—shall be carried home to the poorest child of the poorest inhabitant of the meanest hut of your mountains, so that even he may be prepared to act well his part in this land of freemen, and lay on earth a broad and solid foundation for that enduring knowledge which goes on increasing through increasing eternity.

The defeat of the anti-free school men in the Legislature of 1835 was decisive—the fight was never afterwards renewed; but for years they continued to nurse a spirit of re-

* This speech is published in full in *The Pennsylvania School Journal* for February, 1891.

venge against the men who had triumphed over them. Governor Wolf, the Boanerges of the whole struggle, was destined to be the first struck down. He was nominated for a third term by a convention of his party which met at Harrisburg, March 4, 1835, but a section of the convention seceded, and subsequently Rev. H. A. Muhlenberg was made a candidate by the dissatisfied portion of the party. The leaders in this movement professed to have other reasons for opposing Wolf than his advocacy of free schools; but their followers almost to a man were anti-free-school men, and "No school tax!" and "No free schools!" were the popular inscriptions borne on the Muhlenberg banners throughout the campaign. By this division in the Democratic party, Wolf was defeated and Joseph Ritner, the candidate of the united Whig and Anti-Masonic parties, was elected. Overcome but still unyielding, the heroic Wolf with his last words to the Legislature pressingly urged attention to the interests of education and predicted that the new system of free schools would "eventually be universally accepted and approved." His political death was a martyrdom to the cause he had so long and so bravely supported.

Joseph Ritner was born on a farm in Berks county in 1780. The only schooling he was able to obtain was six months in a country school at the age of six years; but, thrown upon his own exertions, he acquired a large stock of solid information by reading and observation, and was a man of sound, practical judgment. Before his election as Governor he had served four years in the House of Representatives, two of which he occupied the Speaker's chair. His enemies called him a "dumb Dutchman" and invented many amusing anecdotes calculated to prove his ignorance; but in reality he was a clear thinker, a good speaker, and a man of much more than ordinary common sense. Elected Governor as the opponent of Wolf, voted for by many anti-free-school men, it might be supposed that he would either join hands with the enemies of free schools or occupy a neutral position on the question. He was earnestly pressed to take one or the other of these courses by some of the warmest and most influential of his political friends, but to his great honor be it said he never yielded for a moment to their short-sighted solicitations, but like his predecessor, with true German tenacity, was a zealous and liberal friend of free schools during his term of office and to the end of his days. As Governor, he assumed from the first the permanency of the new school system, and fearlessly bent all his energies to securing the necessary means to perfect it—including those at that time most unpopular, large state appropriations and increased local taxation. He astonished both the friends and enemies of common schools by proposing, in 1836, an increase in the State appropriation from $200,000 to $800,000. In response the Legislature actually voted $700,000, the largest sum of money in proportion to population ever appropriated to common school purposes in a single year. Not even Wolf, had he remained in office, could have done more for the free school cause. Retiring to private life, Governor Ritner fixed his residence in Cumberland county, where he lived to be nearly ninety years old. At eighty and upwards he was still accustomed to attend educational meetings, to preside at teachers' institutes, and, in 1861, traveled all the way to Edinboro, Erie county, to serve on a Board appointed to inspect buildings erected for a Normal School.*

The Act of 1834 never went fairly into operation. Even with the amendments of 1835, it was ambiguous, impracticable, and ill-suited to the conditions in which it was to be enforced. It was the principle of free schools only that triumphed in 1834 and 1835; the law was yet to be molded into working shape. This task was performed by the Legislature of 1836 under the lead of Dr. George Smith, of Delaware. Dr. Smith was a senator in 1834 and 1835, and had served on the Committee on Education; in 1836, he was placed at its head. As a school director in the township where he resided he was well acquainted with the defects of the existing school law. In 1836, as in 1834, the educational committees of the two houses acted jointly, and it fell to the lot of the Chairman of the Senate Committee to prepare the new bill which all deemed necessary. It was reported without the alteration of a single word. In the Senate, it underwent much discussion and at one stage of its progress was saved from defeat only by a tie vote. It was finally passed in that body by seventeen to eleven. In the House it was amended in a number of particulars, but a Conference Committee under

* This visit to Edinboro was made at the request of, and in company with, his old Secretary of the Commonwealth and Superintendent of Public Instruction from 1835 to 1838, Dr. Thomas H. Burrowes, who was again serving the State as Superintendent of Public Instruction in 1861, twenty-five years later, aud under very different circumstances.—ED.

the directing hand of the father of the bill struck out all the changes which seemed likely to prove hurtful.*

The school law of 1836 was not a supplement to the school law of 1834. While something was taken from the older law, many of its provisions were entirely new, and it is only just to say that it constitutes the foundation of our present system of common schools. The name of George Smith, therefore, must occupy a high place on the roll of those who contributed most to found and perfect our system of public education.

A law suited to the educational wants of the State was now on the statute-book: one thing more was needed, an agent to expound the law to the people and to organize and put in operation the projected system of schools. Providence seems to have raised up at this time the right man for this delicate and difficult work. For some unaccountable reason, Governor Ritner had passed by many older, better known, and more distinguished party friends, and placed THOMAS H. BURROWES, then only thirty years of age, in the office of Secretary of the Commonwealth and Superintendent of Common Schools. At the time of his appointment, Mr. Burrowes had no experience whatever in school affairs. Educated exclusively by private tutors or in private schools, and mostly abroad, his interest in the elevation of the poorer classes of society by means of universal education had not yet been awakened.

As a member of the House of Representatives from Lancaster county, in 1831–2 and 1832–3, he had steadily voted with the opponents of a general system of education. Of his own fitness for the office at that

* Despite the great service of Dr. George Smith, beyond question a hand which had much to do in shaping the law of 1836 was that of State Superintendent Thomas H. Burrowes. He was commissioned Secretary of the Commonwealth December 15th, 1835. Two weeks after he entered upon the office he was committed for life to the cause of general education at the public expense. Within two months he had written his "Supplementary Report," dated February 19, 1836, pointing out forcibly the defects of the school law which he was then administering (in its spirit, if not in the letter of its sections), and suggesting essential legislation. Within six months he had the law made so satisfactory in its provisions that, to the end of his life, he spoke of it with hearty approval, as adapted to the wants of that early day. In referring, some thirty years later, to this era in the history of the system, he says:

"Thus it was that, with little borrowed assistance, and founding it on the actual wants of the State and the few grand leading principles in the otherwise crude school laws of 1834 and 1835, the Pennsylvania System was built up, by herself and for herself. As regards the acts of 1834 and 1835, it was also, perhaps, fortunate that they were bald almost to bareness in administrative detail, and imperfect almost to the extent of unintelligibility, except in their leading principles. This threw upon the officer [Dr. Burrowes himself] a choice of evils: Either he was to permit the system to remain, in many of its details, almost dormant till legislative remedy could be obtained; or he had to administer it in many of those details without specific statutory authority, and according to what was supposed to be the intention of the law-making power, deduced from the naked fact of the establishment of a common system. The latter alternative was adopted; and hence it was that, when the admirable school law of June 13, 1836, was in process of formation, considerable experience had already been acquired, and some confidence was felt in the suggestions then made towards its details. After the passage of that act, not only was less difficulty in the administration of the system experienced, but, by that time, full confidence was felt in the course which necessity had compelled,—that of shaping our system to our own condition and wants, and of relying little, if at all, on communities of widely different composition, with different interests, and, as regards the Old World, with different forms of government."

It was the purpose of these two able men—one of them Chairman of the Joint Educational Committee of the Legislature, and the other the thoroughly aroused Superintendent of Common Schools—to frame such a law as would be ample in its scope and definite and complete in its varied details. Dr. Smith had served on former committees of education in the Legislature, and had had valuable experience in the local direction of schools. Dr. Burrowes was the responsible head of the new system, to which he brought exceptional ability in organization, the training of the lawyer and legislator, and as thorough acquaintance as was then possible with the necessities of the situation throughout the State. Both were scholars; and they were alike inspired by a generous enthusiasm that, being such men as they were, grew naturally out of the grandeur of their patriotic purpose. They were both men of affairs, who knew what they wanted, and together drafted a bill which was approved by the Joint Education Committee, and was carefully watched at every step of its doubtful progress, until finally enacted into law. In a pleasant article upon Dr. George Smith, written by Dr. Burrowes in October, 1867, he says:

"He it was who framed the amended school law of 1836; and in so doing most of the suggestions of the State Superintendent, made in the Supplementary Report of February, 1836, were adopted. Frequent conferences on the subject thus took place—some of them while walking for exercise in the vicinity of Harrisburg during the summer session of 1836, when botanical remarks by the Doctor (who was devoted to the natural sciences, particularly Botany) and pleasant conversation on other subjects gave variety to grave discussions of school questions. The pleasant intimacy thus commenced has continued and increased for over thirty years, without any interruption, with one of the kindest and best and most useful men whom the writer has known."

This very modest reference to his own work upon the law of 1836, would not have satisfied the generous Dr. Smith, who was glad to acknowledge that for certain of the advanced and most practical features of the new law, due credit must be given to his old friend Dr. Burrowes.—*Editor Journal.*

period, he was accustomed to say at a later day, "I knew about as much of the details of school affairs as I did of the local geography of the moon." His appointment was, therefore, at first very distasteful to the friends of free schools, and the old soldiers in the Legislature who had fought so long and so hard to establish them, justly feared that the administration of the new system had fallen into unfriendly hands and for months withheld their full confidence from it.

Never were men more agreeably disappointed. Ignorant of his duties but determined to master them, oppressed with the magnitude of the undertaking but not shrinking from it, with increasing strength and growing interest as the work progressed, the new State Superintendent began his great task of organizing the system and starting the schools. Little had been done before and he had to build from the foundation, but in this line of work he was at his best. The new system was explained, prejudices against it were removed, practical plans for starting and managing the schools were published and scattered broadcast over the State, order was evolved from confusion, and a working organization took the place of a bewildering chaos. Thomas H. Burrowes was at this time only three years in office, but, without counting his valuable services in later years, his name well deserves to be ranked among the chief benefactors of free schools.

The sum of all is this: Free schools in Pennsylvania are the growth of our own soil, and owe what they are to-day to influences extending back more than two hundred years. Penn, Franklin, the framers of the Constitutions of 1776 and 1790, the educational laws passed during the first fifty years of our existence as a State, all combined to herald the coming of universal education and contributed something to usher in the glad day.

To name the men who were first among the immediate founders of our system of free schools, who led the great fight to establish them, is easy after what has been said. On the roll I place highest, in the order in which their work was done, the names of Robert Vaux, George Wolf, Samuel Breck, Thaddeus Stevens, George Smith, Joseph Ritner, and Thomas H. Burrowes. Robert Vaux, Philadelphia's great educational reformer, the head of her societies for the advancement of public education, her foremost citizen in establishing Lancasterian schools, infant schools and the institutions for the deaf, and dumb, and blind, and President of her Board of Education from 1818 to 1830. George Wolf, who as governor made the adoption of a free school system, the chief aim of his administration, and suffered political defeat and death rather than betray the cause he so much loved. Samuel Breck, who accepted the position of senator for the avowed purpose of securing the adoption of a free school system and when his object was attained resigned the office—who prepared the bill of 1834, establishing free schools, and boldly stood at the helm while it made its perilous passage through the Legislature. Thaddeus Stevens, who, in 1835, in the House of Representatives at Harrisburg, at a critical moment when all seemed lost, saved free schools from the threatened destruction. George Smith, the father of the law of 1836, the basis of our present system of public education. Joseph Ritner, who, with the fate of his predecessor before his eyes, at the risk of losing party strength and personal friends, protected and fostered the infant free schools with the whole power of his administration. Thomas H. Burrowes, the great expounder and organizer of Pennsylvania's system of free schools.

These are the names I would place on the monument that, I trust, is soon to rise in the grounds of the State Capitol at Harrisburg, to honor their memory, and to remind future generations of the deep debt of gratitude we owe them. When such a monument shall be erected, let it be firm in its foundations, for in universal education rests the hope of free government; let it be of purest marble, for the fight for free schools was a battle for the right—the victory an unalloyed good, causing no pain, shedding no blood, showering blessings upon enemies as well as friends; let it tower upwards to the sky, that the morning and the evening sun may shed their golden rays upon it, for nothing in all our history is more glorious than the deeds it will commemorate.

It has been discovered within the past year or two that a beam of light produces sound. A ray of sunlight is thrown through a lens on a glass vessel that contains lampblack, colored silk, or worsted, or other substances. A disk, having slits or openings cut in it, is made to revolve swiftly in this beam of light, so as to cut it up, thus making alternate flashes of light and shadow. On putting the ear to the glass vessel, strange sounds are heard so long as the flashing beam is falling on the vessel.

THE BIBLE IN ITS RELATION TO THE PUBLIC SCHOOL.*

BY ANNIE B. HANTCH.

THE United States is nominally and practically a Christian nation. I glance through the records of history, from Maine to Florida, and find that her first settlers were a God-fearing people. The intrepid founders of Plymouth, expelled from England by royal and ecclesiastical tyranny, rather than yield their religious convictions, chose the snows of New England, Indian warfare, famine and death. The Dutch who settled New York were equally tenacious of their religious principles, establishing at an early period a line of churches from Long Island throughout the extent of the Hudson and Mohawk valleys.

William Penn, with his Quaker adherents, after enduring religious persecution in England, sought an asylum in America, and founded a colony, characterized alike by simple faith toward God, and justice in its relations towards men. The Swedes on the Delaware, and the Maryland colonists, were also a reverential people, whilst in South Carolina the cultured Huguenot, who had passed unscathed through the fire and the sword, reared his home amid the palmettoes and verified anew the testimony, that the "blood of the martyrs is the seed of the church."

From these men and women sprang the incorruptible patriots of the Revolution—men who toiled, suffered and fought, through poverty and blood, to give freedom in its broadest sense to their descendents. And what has been the outcome of this heritage? A land of innumerable churches, comprising many denominations, free thought, an unshackled press, and the best public school system in the world.

Now, inasmuch as the heroes who left their blood upon the trodden snows at Valley Forge, were men whose characters were moulded from the pages of the Bible, and whose swords were drawn in the defence of civil and religious liberty, is not this book a national legacy that dare not lightly be thrown aside, and a birthright that should descend to our children's children? And furthermore, if the mooted question, "The Bible in the Public Schools," be submitted to the people, would not American Christians rise in overwhelming masses, and emphasize their *right* to place and keep the Book of books in the hands of the children of the republic? Again, it is our *opportunity* to give universal moral training. The public school system is a great vortex into which are whirled representative children from all nations. It is also a great fountain head, sending its waters down the hills and through the valleys of a continent. How essential that the source of these many waters be kept pure—that the Bible, which is the great source of all purity, be assigned a permanent and important place in our schools!

Here the question naturally arises, what shall be the extent of this Bible instruction? The Word from Alpha to Omega should be an unsealed Book in the hands of the teacher, and external reverence required from every pupil during the reading of the lesson.

Shall instruction of a positively religious character be given in the school room? Not unless teacher and patrons are in unison upon that point. Religion, so far as regards reverence for the Deity, should be inculcated; but with methods of worship—with the adverse beliefs upon which creeds are built—the dogmas with which theologians grapple—the various shades of sectarianism which separate Christian denominations—with all these antagonisms, the public school teacher has neither time nor authority for discussion. But with the moral side of the Bible, its historical and literary features, we think any judicious teacher should have unlimited privilege to teach as in his or her judgment seems best.

But, says the carper, the home and the church should be the centres of Bible training. This we concede; but some children have no home training. Some are the offspring of avowed unbelievers, some already smirched with sin have come up from the moral sewers of the great city, where the Bible is to all intents a myth, and these with the children of the better classes are all crowding up together into the homes, the workshops, the business marts and the councils of the nation.

Our schools hold in embryo the citizenship and motherhood of the republic, and may we not affirm that the purity and prosperity of her institutions lie there also? The

* A prize was recently offered by the Shippensburg (Pa.) *Chronicle*, for the best paper upon "The Bible in the Public Schools," written by a teacher of Cumberland or Franklin county. The committee to whom the papers were referred decided upon that here given, which was written by Miss Annie B. Hantch, of Carlisle. There is need of papers like this, and we commend it earnestly to the attention of the reader.—ED.

little boy on the play-ground will a few years hence be casting his ballot, and the little maid will be singing the cradle song; how important that both know how to guard the sanctity of an American home, and reflect in their characters the honesty, purity and chastity inculcated in the Bible. The reading of the Word in the school room may be the only appeal that will ever supplement the work of conscience. It may be the only opportunity of impressing upon the minds of future citizens the duty of allegiance to the laws of the land, and the great solemnity of the oath they may sometimes be called upon to take, to preserve truth and justice, and annihilate crime.

Again, the study of the Bible gives the teacher an opportunity to instruct in the elementary principles of the laws which govern nations, as all the civil governments of the world are based upon the laws of Moses, and also to instil the divine precepts of universal brotherhood, as the law of love permeates the New Testament; effecting all this at a time when the heart and mind are most tenacious of impressions.

Believing then that an open Bible is a right we have derived from a pious ancestry, and that the daily use of the Scriptures in our public schools is essential to the proper foundation of character, and is also an outward symbol representing our dependence upon and loyalty to God, our opportunity becomes a solemn *duty* which we dare not set aside. The question is no longer, "Shall we have the Bible in our Schools," but, having established the precedent, dare we withdraw it from our school curriculum?

The science of ethics has proved that moral and intellectual developments should be coequal. Divorce the mind from the heart, and we are like a ship adrift, without pilot, ballast, or chart. History has demonstrated that there was no lack of intellectual development in Rome during the first century; yet despite her expanse of empire, her immensity of population, her art culture, her men of valor and her sages, there was no mighty foundation of moral principles, and consequently no assurance for permanent life and prosperity.

We are living in an age of aggressive Christianity. Our printing presses are throwing off Bibles by thousands. Our missionaries are pushing into the strongholds of the heathen, establishing schools, and making the Bible the radius of their school work, whilst at home, Christian educators and legislators are debating whether it be expedient to retain it in our own national nurseries! What a satire upon enlightened Christianity, what a triumph for the atheist, and what a target for the arrows of the pagan priest and philosopher!

And, finally, what is this book that must be scanned so closely, before it can be given to the children? It is the book the most brilliant scholars of the world, both skeptics and believers, have pronounced the finest literary production of the ages. It is the book Luther unchained in the sixteenth century, over which Europe was convulsed, and for which the kings of nations put on their armor and went forth to battle. Nay, it is more than this, it is the Word of God. From Genesis to Revelation let it speak for itself.

I find in the prelude to the creation of man, the six great prophetic periods, which modern science now interprets through the testimony written upon the eternal rocks. I read the creation and fall of man, and learn whence Milton drew his inspiration for the grandest epic poem ever conceived in the brain of man. I read the history of the Jews, and learn what made them a "peculiar people," a "chosen generation," in the midst of the riotous wickedness of contemporary nations. It was personal and national obedience to the laws of God. I find that among them, as a nation, the sacredness of home was acknowledged, the honor of women guarded, and the religious training of children rendered imperative. I learn that even in that early period the Hebrew women led the van in what has since become a cosmopolitan controversy, for the culture and extended usefulness of woman. I read the great lyric poems, the Psalms, and find them "like wine mingled with myrrh," full of the joys and sorrows of a great poetic soul. I scan the Proverbs, and am amazed at the wisdom which, a thousand years before Christ, could provide aphorisms for the nineteenth century. I turn the leaves of the book and stand awe-struck before the utterances of the great major prophets of Israel. I hearken to the oracles of God, which bear the same relation to the Delphian and Chaldean oracles as did the fervent fires which consumed the sacrifice on Carmel bear to the strange fires kindled on heathen altars.

Then I turn to the New Testament, and find that prophecy has culminated in advent. The harmonies of the Old and the New have united in that symphony, which sweeping through the Syrian sky, proclaimed Messiah's birth. I confront the anointed Christ, the central figure of the New Testament, and were he simply Rabbi of Nazareth, shorn of

his divinity, his precepts and his life would be the purest the world has ever known.

Is it well to thrust this Book aside and let books of human wisdom alone be the guide of youth? Surely this is akin to that wisdom which would strike the sun from the centre of the solar system, leaving moon and planets to find their erratic pathway in darkness through the heavens.

LESSONS OF THE SPRING.

THERE were seed boxes in every window in the schoolroom, where the children had planted seeds. Corn, squash, beans, peas, had been hidden away in soft brown earth, and the little people guarded them carefully, restraining the impatient fingers that would pull up the hidden seeds that the eager eyes might see if they were growing. Miss Soule satisfied their curiosity, however, by providing water gardens, where the seeds rested upon a piece of coarse lace,—on the surface of the water,—so that the delicate white roots found their way down, and soft green leaves uplifted themselves before the very eyes of the children. The wide windows made room, too, for jars of water in which Miss Soule placed twigs which the children brought to her,—red maple buds, the brown varnished buds of the horse chestnut, too; lilac twigs, alder twigs, and "pussy willows," whose brown hoods were still tied tight. All these twigs and seeds were offerings of the children themselves. "They care so much more for something which has cost them a little effort," Miss Soule explained to Mrs. Deane, who had watched the proceedings with interest. "Besides, if I should do all the work for them, I should rob them of the chief good in the lessons. My doing, my seeing, my saying, can never give them the live knowledge and feeling that their own efforts will bring." And so Miss Soule submitted to, or rather delighted in, having her table heaped with varied and abundant offerings from the fields and woods, which the zealous children brought with all the enthusiasm of new discoverers. Twigs of all the trees within reach,—cones, seeds, evergreens, and bits of moss, besides the pioneer dandelions and the earliest anemones. And though the teacher may often have been embarrassed by her riches, she made no sign. There was always some new lesson to learn, of which the twig or seed brought message. Mike Driscoll's pine bough with the cones was made the subject of the morning's talk, and of the language lesson later. The lad's knowledge of pine trees caused him to be so respected during the lesson that he worked with new dignity all day, and earned a gilt star that week. Zachary's anemones took to themselves a week of morning lessons. For were there not the dainty pink and white blossoms, the curious seeds, the delicately cut leaves, and the slender stems, to be noticed, admired, and learned, like the features of a friend? And then came the dandelions,—and the "truly Mayflowers,"—and the violets,—friends, indeed! and enough for every child to call his own. What wonder there was joy in the schoolroom!

"It puzzles me, Miss Soule," observed a teacher who had come to visit the school, "to know how you can get time for the essentials, when you spend so much time on the purely ornamental."

Miss Soule's answer came slowly, perhaps because her visitor's remark indicated that no explanation could modify her preconceived notion as to the uselessness of such teaching. "I do not know how to answer you," she replied, "without saying first that I consider such work among the essentials, and the farthest from being 'purely ornamental.'"

"I do not see how that can be," pursued the critic; "the children merely learn a few pretty facts about flowers and seeds. Many of them cannot stay in school beyond the primary grades. They need to get all the reading and arithmetic they can, to help them to get their bread and butter."

"You mistake," returned Miss Soule, "if you infer that the children get nothing but pretty facts from these lessons. Those are the least of their gains. They learn to observe, so that their eyes are opened to beauty and truth in the world about them. They become reverent and thoughtful, watching the marvelous growth from seed to fruit. They learn to talk, having something worth the telling to tell. They learn to read, for their very reading lessons are made from the talks in which they are so vitally interested. Tell me, too,—if a boy must leave school without completing the primary work,—which is better, to go out into the world about him open-eyed, reverent, with capacity to enjoy the common blessings,—so freely bestowed, in leaf and blossom,—or to read one additional Third Reader, and to learn a few more combinations or processes in number,—leaving the other undone. 'The life *is* more than meat.'"

The visitor did not reply, nor did she un-

derstand. But Mrs. Deane was very grateful for the unexpected sweetness poured into Zachary's school life. He brought her his treasures from woods and fields, and found a ready ear to listen to the recital of his discoveries.

"But the very best of all," he said very earnestly, "the best of all is the pollywogs. They are in a glass jar. They came from the peat hole; I helped to get them. They were tiny little black-fishes at first, and then they began to grow,—and legs came out behind, and then legs came out in front, and their tails shortened up,—and mother, what do you guess? They turned out to be little frogs! And Miss Soule said baby frogs are tadpoles, and always grow in that way. But I saw them, and know it is true now. And mamma, we learned this:

He prayeth best who loveth best
All things both great and small,
For the dear God, who loveth us,
He made and loveth all.

Mrs. Deane kissed the earnest face upturned to hers, and thought, The child is surely learning to read!—*American Teacher.*

INDIVIDUALITY.

BY EVA KINNEY GRIFFITH.

THE grading system, when carried to extremes, has one grave defect. It destroys individuality among pupils. Children are not things, they are beings with varying interests and capacities. They are not all alike, and were not meant to be by their Creator. To put them into a graded school run like a mill, whose system is so rigid that all are ground out alike, with just so much grammar, arithmetic and geography and no more, is to crush out and destroy that individuality of taste and aptitude which God meant should be the guide, not the hinderance, to education.

I once knew of a case where a teacher, in love with a system, instead of being in love with the human souls under her charge, discovered a boy in her school with such an aptness for arithmetic and drawing and such an apathy towards grammar and geography that she determined on heroic measures. She hid the boy's arithmetic, took away his pencils, and allowed him nothing but grammar and geography to study. With a pain amounting to anguish, he was obliged to see his class go on ahead of him in his beloved studies and pass into another room, while he was bound down to the studies in which he took no interest and was not allowed even to touch the ones in which he delighted. Sickness ensued, and the parents were obliged to take him from school. Afterwards when the matter was brought to the notice of the kind-hearted principal, he allowed the boy, much to the under-teacher's chagrin, to jump clean over two whole grades into his own room, where he was given nothing but mathematics to study. Then, little by little, his attention was called to mistakes in his book-keeping and other work, which would have been avoided by one familiar with grammar. By and by, it came to the boy that he had missed something in missing his other studies, and of his own accord he went back and made them up. Yet his greatest proficiency was always in the mathematical studies, for which he had a special aptness.

To be true to the minds under his charge, the teacher should study the different tastes, aptitudes and inherent tendencies of his pupils, and should seek to encourage individuality wherever practicable. This may be done in little ways, even when the system of grading in the schools is beyond the authority of the teacher. By kindness and tact the teacher may encourage this one's proficiency in grammar, that one's aptitude for drawing, or another's taste for reading. By little talks before the whole school, he may interest the pupils to look for their specialty, and illustrate it by stories of great men who have succeeded in life by simply knowing one thing well.

When a pupil thinks he has found his specialty, encourage him along his chosen line, allowing him to give occasional exhibitions of his skill before the whole school, and thus build up a reputation for good reading, good writing, quick adding, or other art. By a little tact, also, his love for his special study may be made the means of interesting him in the rest.

The object of school education is not simply to give the pupil so much reading, writing or arithmetic, but to discipline the mind, form studious habits, and arouse a love of learning. And all this may be accomplished with one or two studies as well as with four or five.

It is well known to every one who reads biographies, that the people who distinguish themselves for learning in mature life, are very rarely the ones who stood highest in their classes at school. They are more often those who, when pupils, developed an aptness or taste in some particular direction.

Moreover, every teacher of long experi-

ence knows how sometimes an exceedingly dull pupil is suddenly transformed into an eager and enthusiastic one by becoming interested in a new study. So dull pupils, if honest in their endeavors, should not always be kept back from undertaking a new study because they have failed to pass in the old ones. Their individual tastes may be developed by the new study.

Individuality is of far more importance than the evenness of grade. It should be watched for, studied, and lovingly guarded by the teacher; never crushed by heroic measures.—*American School.*

CONVENTION OF CITY AND BOROUGH SUPERINTENDENTS.

IN response to the call issued at the Philadelphia meeting, which was published in the April number of *The School Journal*, the City and Borough Superintendents of Pennsylvania met in convention at Harrisburg, April the 30th. The Convention assembled in the office of the Superintendent of Public Instruction at 10 a. m., and in the absence of the President, was called to order by the Secretary, Supt. L. O. Foose, of Harrisburg, who after stating that President Cottingham was detained at home by sickness, nominated Supt. Jos. K. Gotwals of Norristown for Chairman, who was unanimously elected.

OPENING ADDRESS.

State Supt. Waller was called upon for the opening address. He said he had not made any formal preparation, but would confine himself to a few suggestions bearing upon the purpose and scope of the organization. His remarks were substantially as follow:

This Convention of Superintendents represents about two fifths of the school population of the Commonwealth, which fact alone gives to its deliberations and conclusions great significance; but its importance is greatly increased in view of the tendency shown by the census of population to gravitate to large centres. Your organization thus becomes a large factor in the future of our political system.

One consideration to which I call attention is the tendency—natural enough, but requiring to be kept within limits—toward minifying the individual interest in contrast with the interest of system. In view of the large share of your time and effort necessarily given to the perfecting and adjusting of the system, there is danger that individuality may sometimes suffer. The two interests are in a sense opposite, if not antagonistic; promotion solely of the welfare of the system would require the same treatment of all, and identity in the product; while promotion of the interest of individuality solely would require separate and different treatment of each case, to give a full chance for development. Where the interest of the system receives undue attention, children who go into the schools bright and ambitious, are in a few years reduced to the level of average dulness; and where this is found to be the case, the remedy is plainly indicated. Of course the adjustment is difficult, and mistakes will be made; but in all your work, remember that the individuality of the child ought never to be crushed, and should be crowded as little as possible—while the child who is above average should have room to grow and advance as rapidly as it is able.

Then there is a tendency, in all bodies representing a single interest, in the direction of segregation—in your case, it may be toward considering city and borough schools as separate from the general educational system. The mention of this should be sufficient to put you on your guard against such a mistake—for it would be a mistake, and a serious one. Take for instance the pending legislation with reference to payment of the salaries of city and borough officers in the same manner as those of county superintendents: the vigorous pressing of such matters might produce a feeling of antagonism between city and county; and while that bill would be a present gain of $40,000, or thereabouts, to the towns, it might be a question whether it is best to push along on that line, or by coöperation with all the educational forces of the State, endeavor to add another half million to the appropriation, and so secure to the cities a larger amount. I do not wish to be understood as opposing this particular plan—I use it to illustrate the advantage of coöperation, and that the interest of each is better promoted by all working in harmony for a common end. The progress already made, and the growth of the annual appropriation, have been largely owing to the good feeling that has hitherto prevailed.

A word in reference to the Normal schools. They have grown into a great interest, involving the expenditure of large amounts of money. Common sense indicates that we should use them so as to get the most benefit from our outlay. To do this, they must be utilized by the cities as well as the country. Wherever the city superintendents are not aiming at this, I think they ought to consider whether it is not the line of duty; and I hope part of the work of this body will be to bring all into line on this question. No good can be done by ignoring this feature of our common system; what we want is to make it useful. Looking upon our system of instruction as a unit, and these schools as one of its important parts, we should strengthen and modify where necessary that which is already in existence, rather than attempt to establish new institutions which will not be needed if we properly develop what we have.

These two considerations, then, I leave with you. First, The importance of recognizing the interest of the individual child in all development of city and borough systems; Second, The desirability, the necessity, of harmony in

all parts of the system of instruction, to secure one common end. I cannot doubt that your Association will do good work. The fact that you have come together from all parts of the State of your own motion and at your own expense, is the best guarantee of your earnestness of purpose, and the fairest promise of valuable results.

The Chairman said we had met to consider just such matters as had been suggested; and that the meeting may be most profitable, every member should feel at fullest liberty. Our number is not large, and what is lacking in quantity must be made up in quality. These gatherings, small in numbers, are often of the highest value. If there be no other matter claiming immediate attention, we will follow the programme of the Executive Committee as closely as possible, and will now have the first paper.

Supt. Henry V. Hotchkiss (Meadville), read the following paper on

THE COUNTY INSTITUTE AND THE CITY AND BOROUGH TEACHERS AND SUPERINTENDENT.

This subject, assigned by the Executive Committee, seems especially fitting upon this occasion, for several reasons: It deals with conditions which are fixed, in large part, by law, and which are, therefore, uniform throughout the State. On the other hand, it deals with results of great importance. Again, this Association, made up as it is of only city and borough superintendents, is able to discuss the question freely from its own standpoint, and may, through such discussion, arrive at valuable conclusions, even though they be no more than a definition of the term "*co-operate.*"

There are, in the Commonwealth, excluding Philadelphia, forty-eight cities and boroughs having superintendents of their own. Of these, ten have the requisite number of teachers to entitle them to a city institute, to be supported as the county institutes are now supported. The remaining thirty-eight, upon call by the County Superintendent, must close their schools for five days, that their 2954 teachers may attend the county institute. They must also pay about $29,000 annually to their teachers as salaries for the time spent in the institute. These institutes are composed of all the teachers in the county, from both city and country districts. These teachers hold all the grades of certificates granted under the laws of the State, and represent all conceivable degrees of skill in the work. These institutes are organized and instructed "in the science and art of education" (note the quotation from the act), according to the judgment and wishes of the County Superintendents, who are held responsible for their financial management. The city and borough superintendents shall, however, "*co-operate.*"

These, in brief, are the conditions under which the county institutes are operated. Can they, under existing conditions, do for the city and borough schools what they should do? To state the question more strongly, Is it right and just that the cities and boroughs be compelled to close their schools upon call, and to expend so much money, for the benefits that can result from such a system! This discussion will endeavor to answer these questions.

First and foremost among the results that should follow from institute instruction is a broader conception, upon the part of teachers, of school education. The tendencies of class-room work are narrowing. However much teachers may combat it, there is a constantly recurring feeling, indistinct in most cases, and often forced upon them by circumstances, that the subject-matter, as presented in the few elementary text-books, is the subject-matter of all education; and that the mastery of this subject-matter is an end and not a means.

The institute should be a *power* in dispelling this feeling. Its instruction should emphasize the fact that the school is merely an aid, an artificial aid, moreover, in the education of the individual. That education begins with birth and ends with death. That it is determined by the sum of *all the influences* which reach the individual, whether from without or within.

That the sturdy honesty of the father, the loving kindness of the mother, and the childish dissensions of playmates, are the early lessons in morality that are elaborated in all studies of history, biography, government, and moral philosophy.

That the cultured home with its library, magazines and papers, the public library, the lecture-course and cultured society, give a trend and character to the intellectual education of an individual which can hardly be diverted, and which it is the business of the public schools to foster.

That the industries of communities—those combined labors of head and hand which result in ministering to our every material wish and need—not only force themselves upon the *attention*, but take possession of the very *desires* of those whom they surround.

That the postal service, rail-roads, and telegraphs; telephones and express-service; banks and all other environments of commerce and communication, enter into the experiences of every individual throughout his life. And that the height of civilization attained by any society is determined by the perfection in the organization of these environments. That the state, by its strong and sure protection of the rights of every citizen whether weak or strong, and by its liberal provision that every citizen shall be a part of the government, breathes into the spirit of each individual a patriotism which the deeds of men, as recorded in books, might *strengthen* but could *never* create.

That the æsthetic environments, in their manifold forms, enter as deeply as any into the sum of our experiences, and give the coloring of joy or of sorrow to our whole lives. They enter our homes and sing and play sweet music for us. They decorate our wall papers and carpets with harmonious colors. They place upon our walls the immortal thought and imagery of

great artists. They entice us forth into the fields to view the quiet beauty of the landscape, the graceful curve of the wooded hills, the awful majesty of the rugged mountain and the glorious beauty of the sunset. These æsthetic environments lead us beyond the work of art to the author, to the race, to God. They enrich our minds with the quickening influences of the true, the beautiful, and the good.

I repeat: By instruction along these lines, and others similar, which time does not permit me to indicate, the institute should broaden the conception of teachers as to the nature of education, and should make clear the idea that the school is but an aid (in education), which should lead the pupil to an ability to interpret his environments and to appropriate them to his uses. Such instruction in an institute is by many times the most valuable of all that could be given, because it appeals to that indefinable something which we may term the *spirit* of a good teacher, and which makes the work of the one who possesses it a hundredfold more valuable than the work of one of equal education who lacks it.

In the more valuable part of the education of an individual, namely, that which comes to him through his environments and not from school, each period of life affords culture in all the great lines of human knowledge. The little child, playing upon the floor, is taking his first lessons in all branches of study; simple lessons, to be sure, yet the first elements of the studies which engage the highest mental powers of philosophers. Superintendents of city and borough schools are following this hint, and are arranging courses of study which shall provide, in every grade, for instruction in all the departments of knowledge. It is at this point, in leading their teachers up to a grasp of the idea that education has to deal with all about us, and that the whole is a union of mutually related parts, that they need the best help of institute instruction.

Again, while all subjects of knowledge constitute the course of study in any period, the degree of complexity admissible to any given period must be determined by direct reference to the mind of the child. Although it has become a favorite pastime, of late, for many educators of influence to speak slightingly of psychology and the principles of teaching which this science reveals, the fact remains that the powers of the one taught must constitute the subject of earnest, careful study on the part of the teacher, if mistakes are to be avoided, or if the teacher's art is to be pursued in a spirit which is in any way scientific or professional.

Then instruction in *mind studies* must occupy a prominent place in an institute programme. Not mind studies as they appear in many textbooks, but mind studies as they appear from living children in the school-room.

The general summing up of the functions of an institute, as expressed in the preceding, is briefly as follows:

The institute should assist teachers in perfecting themselves for the duties of their calling by stimulating them to self-activity along two main lines of study:

(1) Their conception of education, in school and through life, should be broadened. They should be led to see that all subjects are mutually related, and that consequently all subjects should constitute the curriculum of the learner in any period of his development. These ideas of education will lead to more extended knowledge of the subjects of study.

(2) There should be an advance in a knowledge of the principles of the profession. Teachers should be led to determine the educational and the practical values of the studies pursued.

The county institute, made up and conducted as it is, cannot possibly be efficient in the improvement of the city teachers along these lines.

I. We find the first cause in the unequal proficiency of its membership. Permit me, here, to say that in the comparisons I shall make I do not attempt to say that every city teacher is efficient, and that there are no skillful teachers in the rural schools; to the contrary, we know that some of the poorest teaching ever done has been done by city teachers, while many country teachers are noble examples of faithful and intelligent devotion to duty. My comparisons will have to do with classes rather than with individuals.

Of all the teachers employed in the state last year, excluding Philadelphia, without the jurisdiction of city and borough superintendents, 70 per cent. held provisional certificates, 13 per cent. held professional certificates, 7 per cent. held permanent certificates, 10 per cent. held Normal diplomas. In the cities and boroughs (excluding Philadelphia) 33 per cent. held provisional certificates, 28 per cent. held professional certificates, 24 per cent. held permanent certificates, and 15 per cent. held Normal diplomas. According to these statistics, 70 per cent., or 7 out of 10, of the country teachers were in no sense professional teachers, while in the cities only 33 per cent. were of the non-professional class.

True, in this State no absolute comparison can be made on the basis of certificates. A certificate issued by one superintendent may mean an entirely different thing from a certificate of the same grade issued by another superintendent. Nevertheless, the statistics are of relative value, at least.

By state law, a provisional certificate is issued to every person having a "fair knowledge" of the branches named in the certificate. The superintendent is judge as to what constitutes "fair knowledge." Each of you must, from his own observation, be his own judge as to the actual meaning of the term "fair knowledge" as the basis of granting certificates. I have known many teachers to hold certificates who could not write a legible hand, who could not add a column of figures correctly, and who knew little or nothing of the use or construction of the English language. To such teachers, certainly, institute instruction of the character just indicated is practically valueless.

Of the country teachers, last year, 17 per cent. had never taught, while only 34 per cent. of them had taught five years. Of the city

teachers only 5 per cent. had never taught, while 64 per cent. had taught five years. These statistics reveal material differences as to the disposition to remain in the work, yet they do not reveal the exact facts as to ability acquired by experience. All cities, I believe, have either a training class or an equivalent system of cadet practice, either of which takes the place of Normal training. Therefore, of the five per cent. of teachers in the cities who were teaching their first term, probably not one per cent. had not had a training more valuable than many months' independent teaching without criticism in a remote country school.

Again, city teachers have not only had training and experience, but their frequent meetings with other teachers, the criticisms of Superintendent and principals, and the exacting requirements of city work, enforced by close supervision, lead teachers, whether they wish it or not, to become fairly conversant with the principles of teaching and the best practices of the art. These advantages and incentives are wholly wanting to most country teachers.

As a result of these differences, there are brought together in the county institute two classes of teachers who cannot be met by an instructor on any common ground. Instruction, suited to either class, is, to the other, about as inspiring as the classic(?) sentences of an average "I go up" primer to a Shakespearean scholar. One class or the other must hang constantly as a dead weight upon the spirit of the instructor.

II. An institute, to be of value to a body of teachers, should be arranged for, and conducted, by one who has full knowledge of the needs of those teachers. The instructors should be selected and subjects assigned so as to meet the special needs of the teachers and to work out a definite purpose.

The county superintendent knows nothing and is expected to know nothing of the workings and needs of the city schools. Yet by law he is made the conductor of the county institute and is held responsible for its management. How could we expect the interests of the city to be served by this arrangement!

On the other hand, with a city institute, conducted by the city superintendent, every special feature of the course of study might be looked after and be provided for with suitable instruction. The unity of the work as a whole; the analysis, for teaching purposes, of each subject; the value of each subject as a means for mental development, and its value in its application to the affairs of life; the mental laws governing certain forms of mental activity; these, and scores of other questions touching the fundamental principles of the teacher's art, might receive the intelligent attention of the teachers.

Again, with the city institute and the city superintendent as conductor, *results* could be looked for and should be found in the increased skill and zeal of the teachers in their schoolrooms.

III. The separation of the city teachers from the county institute would relieve the county superintendent of his greatest trouble, namely, the attempt to provide instruction for two classes of teachers of so different degrees of proficiency. The instruction could then be suited more nearly to the needs of the county teachers, and a resulting increase in interest and profit would follow.

IV. Most of the institutes of the state are too large for effective work. In a well-ordered school, fifty pupils form a large class; yet in Crawford county institute an instructor attempts to hold the thoughtful attention of 675 teachers of varied ability to the subject of instruction. I need not tell you that he fails. Every teacher knows that he attempts the impossible: and it is no wonder that mutual admiration societies, of two members each, hold regular meetings in the rear of the few rows of the faithful in front.

Returning now to answer the question proposed at the beginning: All the facts compel us to say, most emphatically, that the benefits derived from the attendance of the city and borough teachers upon the county institute do not pay the costs, in fact, hardly begin to pay the costs. In our judgment, the law compelling the union of country and city teachers in an institute ought to be repealed, and the sooner the better for both classes of schools.

In place of the present law, let there be a law enacted giving every city and borough, having a commissioned superintendent, power to hold a separate institute, and to be aided in bearing the expenses of said institute just as counties now aided. Let these cities also be authorized to appropriate a sum for the support of these city institutes not to exceed $2 for each day's attendance by each teacher.

Some such legal provision would enable even the smallest city or borough, having a superintendent, an opportunity to hold an institute that would bring before the teachers a corps of instructors who should have that enthusiasm which is contagious; who should be adepts in instruction; whose teachings should be based upon philosophy; and whose very presence should be a source of inspiration.

Supt. R. K. Buehrle (Lancaster): I wish to emphasize the fact that the present law gives every city or borough with a commissioned officer and seventy-five teachers or more, the right to hold a separate institute, and draw from the treasury the same sum as the county institute.

Mr. Hotchkiss: Yes; but there are only ten of us who are reached by that law, and thirty-eight who are not.

Supt. D. S. Keith (Altoona): The separate institute will work well in some cases—in others, not. Where there are only fifteen to thirty teachers, I think they had better go into the larger body, the county institute. The inspiration of numbers and the spirit of harmony have their value. In our city there are over a hundred teachers, and we are separate; but I should not advise it for too small a body. On the other hand, where you have six or seven hundred teach-

ers, the body becomes unwieldly, and the objections made stand good. On the one side is the gain of specialization—giving attention to local and grade needs; on the other, the loss of inspiration. Many of our city teachers attend the county institute as well as our own, and are benefited by it. Our city institute is held before the term begins, and that is an advantage. The separation does not fully meet the want; there are teachers in our smaller boroughs as able and advanced as any in the cities and large boroughs; yet they must go to county institute. I confess I do not see how to arrange this to get the desired result. It might be well to change the limit from seventy-five to fifty teachers, as I believe was first proposed in the bill, but afterwards changed; but I do not believe it would be wise to go below fifty, and create very small bodies. In our case it is much more convenient as to time, and of course less expensive, to meet at home, since the county institute does not come to Altoona; but though it suits us, it does not follow that it is best to make the law general for all places that have a commissioned superintendent.

Supt. C. D. Bogart (Bradford): As the facts exist, I am not quite sure whether we had not best try to harmonize and do all the good work possible under the law as it is. There will be difficulties in adapting the work to the various grades, even in the separate city institute: when the instruction addressed specially to one grade, the others will not be interested, just as the complaint is made of the county institute. In fact, there will be more of each grade at the county institute, and the division into sections will help us. It might be best for us superintendents to try to make teachers feel that they would be profited by attending the larger body. Our borough teachers think differently, but perhaps I ought to try to educate them to look at it from a different standpoint. Of course the matter of expense is to be considered. I am not as sure as some are of the great advantages of separation—we have our Saturdays and evenings for local institute and grade meetings, where our local wants can be best attended to.

Mr. Hotchkiss: Did Mr. Bogart attend the county institute at Smethport last year—has he ever attended county institute in Pennsylvania?

Mr. Bogart: No, sir. [Laughter.]

Mr. Buehrle: I would like to ask Mr. Keith if he would be willing under any circumstances to dispense with his city institute, and go back to the old way.

Mr. Keith: By no means. As I said, it suits our circumstances.

Supt. B. F. Patterson (Pottsville): There are five large boroughs in our county. In my borough we have some teachers who have been there a quarter of a century, and attended county institute all that time. [Laughter.] One-third of the county teachers are new every year, and of course the programme is largely gotten up for them; we borough officers are "advisory," but the county superintendent does it his way, and that is the result. The time is inconvenient for us, coming a month or so after the schools are opened. But we go to institute and hear the same things over and over—you know how it is—and after five or six times it grows a little monotonous. Our borough teachers are permanent (only one or two changes a year, when one marries or gets rich), and they think the wages paid for attending institute are the easiest earned money they get. They all go, and harmonize with everybody, and hear again the instruction they already know by heart. There are 600 teachers, and with the spectators they crowd the house, and the air is the worst that ever was breathed. A man stationed at the door watches lest you go out, and the Superintendent scowls from the stage at the boys and girls who are harmonizing in couples under the galleries. When Mr. Houck comes over we all listen, also when the occasional new thing is presented; but we do not get much that is new, and when it is over we have spent a week, and been paid for it, but have not done much. It is not so bad in the district institutes, where we do get down to some things that directly effect our work. As to instructors, there are at least fifty teachers in Schuylkill county who could tell our wants better, and our remedies as well, as any of these foreign instructors; and they would not tear down each other's work and leave us in confusion, as many of these do. Now, suppose we borough teachers should come together and consider the things that immediately interest us and do not interest the county—prevention of truancy, and the like—would not all reasonable people agree that they were getting more return for the money expended?

Supt. Hockenberry (Chambersburg): I think the paper may be said to take the extreme view. It depends on the *kind* of county institute, whether it pays city and borough teachers to attend it. We are fortunate in our entire harmony, and also in the character of instruction. Our County

Superintendent is a reasonable man, and so far as possible adapts the work to the wants of all; and we have work for all grades. What ground the county institute cannot cover we reach by grade meetings and local institutes. Of course, we have not the disadvantage of unwieldy numbers; 300 teachers compose a manageable body. I think it would be unwise to change the law; the limit of 75 teachers is about right. We should not be willing to give up the county institute; but I can see why large cities should want their own. Our borough teachers are benefited by the county meetings, and one of the best results is the harmony between city and county teachers. There was at first a disposition toward antagonism, but it was promptly counteracted; we invite the county teachers to our local institute and grade meetings, and some of them come. So we all work together—an advantage that cannot be overestimated.

Mr. Buehrle: Our county institute resembles that of Pottsville, so far as the large attendance goes—perhaps we are the two largest bodies; and we may be even worse off, for it costs us $40 or $50 for police to keep order in the house. I do not blame the county superintendent or anybody else; the difficulty is inherent in the circumstances. In making the programme, of course, provision for the greatest number must condition the character of the instruction. But the fact is, that what we get is little more than a great mass meeting: there may be enthusiasm, excitement, inspiration, *esprit du corps*—but solid, actual work of instruction is nearly and often quite impossible. About this law I should know something, since I believe I am the author of the bill. As drawn it made the limit 50 teachers; when sent to the Department for criticism, they recommended making it 100 or at least 75; we agreed to that, since it left room for us. When the bill was in the Senate, Mr. Cooper wished to put it down to 50 to include Chester, but he was too late. I think 50 is probably the minimum that would make a successful separate institute. Now, while it is true that we all have our grade meetings or local institutes, it is also true that unless we have our own institute we have no funds to provide skilled instruction on needed lines. And we have a right to this; for as the law stands, a city pays its quota toward the County Superintendent, the whole salary of its own Superintendent, and its share toward the institute appropriation. Why should it not draw its proportion from the treasury for its special work? The expense is slight for the good to be secured. With a separate institute, a city could make its course progressive from year to year. In the matter of drawing, for instance, a five years' course could be laid down, the best teaching talent available procured, and the results would speak for themselves; but, of course, anything like that is impossible in county institutes, where teachers come and go every year. This applies to any subject requiring continuous development. Another good point has been made in reference to the diversion in the work of the term caused by the holding of county institute soon after the city schools open. We start in September, get organized and settle down to business—then comes institute week, and we are set back enough to lose at least another week getting into shape again: I think your experience will endorse that. If we had our own institute, of course we should hold it before the term opened, and there would be no interruption. I do not see much in the "harmonizing" argument. If there is to be a change, we must do it—nobody will do it for us. Is the present status satisfactory? If not—and I believe it is not—then we ought to try to make it so. From a city standpoint, much of the county institute work is on a scale of barbarism—looking back to the time when every man was his own shoemaker and tailor and so on—and it cannot be helped with things as they are. No county superintendent with 600 teachers to consider, many of them beginners, can possibly provide in his programme for the needs of the city work. Another advantage I should expect to derive from the separation would be getting rid of the circus element—commonly called lectures, but the only "taking" ones are the comical. I wish to call attention to the fact that none of the cities that have tried the plan have given it up and gone back to the old way—surely this proves what is in the line of progress. We have not tried it in Lancaster, owing to special local difficulties that do not exist elsewhere; but I have felt the want of it for years.

Mr. Foose: Harrisburg has not adopted the plan for several reasons, some of them local. We have worked in conjunction with the County Superintendent, and he does what he can for us by dividing the County Institute into grades for the morning sessions. We get some benefit in that way; but of course it would help us to have funds to provide what we specially need.

Supt. G. W. Phillips (Scranton): Our city did have its own Institute prior to my ad-

ministration, but not since. This is owing to purely personal considerations. I did not feel able to take on that additional work. I believe it is right and best that a city should be separate, and I know our Board of Education will help us. I believe in it, and as soon as I can see my way clear we will have it.

Mr. Hotchkiss: I hope no one will infer that we are not harmonious in Crawford county. In that respect our conditions are favorable; the County Superintendent is a broad-minded, cultured man, friendly to me and to my work, and disposed to give us, perhaps, more than our share. But what can he do, with more than a third of his teachers beginners? How can he give the attention the city teachers require, when the other need is so great?

Mr. Patterson: There is a difficulty in getting in our 200 days' teaching without beginning in August or running into July —and neither amounts to much. We find it inexpedient to begin before the 1st of September, and now that has been made a holiday. April is our moving season, and the children are kept out; that would be a convenient time for us to hold institute. We used to have a holiday then, and might as well now. Occasional holidays are good things scattered along ten months' work—and the pupils take care to have them. We will have a parade of the Golden Eagle in a few days; we will try one session; three-fourths of the children won't come; the teachers will call the roll and send the stragglers home, and the children will have closed the schools for that day, without the consent of anybody, not even their parents. [Laughter.] How do the rest of you get in the 200 days?

Mr. Keith: The law does not compel Pottsville to keep school ten months—if Brother Patterson wants more holidays, let them make it nine and a half.

Mr. Patterson: That would affect the appropriation. [Laughter.]

The Chairman: I do not see how some places get in the 200 days. I think the separate institute would be most profitable, and am sorry the limit did not stand at 50, and let us in. We labor under the same difficulties as Lancaster and Schuylkill at our county institute—crowds of teachers and outsiders, disorder under the galleries, and so on. The County Superintendent and myself are as harmonious as possible; we coöperate in making programme; but the difficulty is inherent, and is only partly met by dividing into sections.

Mr. Buehrle suggested the early appointment of a Committee on Resolutions, on which he did not wish to serve, having work enough on the Executive Committee. On motion, the Chair was authorized to appoint such committee.

Mr. Foose invited the Superintendents to visit his office, and to inspect some samples of High School drawing work at the Girls' High School near by; also called attention to the view from the top of the Capitol Building, and to Arbor Day exercises in the Park east of the city.

The Association then adjourned till 2 p. m.

THURSDAY AFTERNOON.

THE Chairman of Executive Committee read a number of letters from absent members. President Cottingham was sick, and forbidden by his physician to leave home. Supt. Harman of Hazleton was detained by business that could not be postponed. Supt. Baer of Reading had a broken leg. Supt. Transeau of Williamsport had not sufficiently recovered from "grippe" to be present. Supt. Morrison of Philadelphia had accepted the invitation, but owing to Dr. Brooks not taking charge until September, could not leave the city now. Dr. Brooks was starting for Europe, and could not be present, but was in sympathy with the movement, and sorry to be absent.

The Chairman appointed the following Committee on Resolutions: Messrs. Hotchkiss, Buehrle, Patterson, Bogart and Rupert. Mr. Keith of Altoona was first named, but was excused as sickness in his family called him home.

In the absence of Mr. Morrison, on motion the subject referred to him was now taken up, namely,

THE SUPERINTENDENT AND THE PROMOTION OF PUPILS.

Mr. Thos. Farquhar (Bethlehem) who had been appointed to open the discussion of the proposed paper, after expressing his sense of misfortune in being promoted to Supt. Morrison's place in this unexpected manner, spoke substantially as follows:

No school system should be so rigid as to prevent the advancement of a pupil who is properly qualified. If you attempt to make every child study the same lesson from day to day for a year, at the end of the term you will find some unprepared for promotion, and when they are left back they will be discouraged and disappointed, and their friends also. There

will never be any way to prevent this by rigidity of system; and why should it be allowed to impede progress at the other end? Something can be gained by having two divisions of a class—one composed of the brighter and more advanced pupils, the other of the slower ones. All of the first division will usually be ready for promotion, and the best of the second; and those who are left behind are let down easier. I know many believe in stricter plans of graduation and promotion; they have their standard, and the pupil must either come up to it or stay back; but my experience is that such rigid measures tend to make certain grades crowded and others slim. But the unanswerable argument against too great exaltation of system is the fundamental proposition that the school is for the child, and not the child for the school—from which directly follows that any well-devised system must adapt the grade to the child, instead of forcing the child to fit the grade. Many are too apt to pride themselves upon the fine and minute development of their system, while they forget that the individual interest is the all-important consideration. We find that it is practicable to leave opportunity for a bright and studious pupil to do the work of two years of our course in one; and we are enabled to equalize the number of pupils to a teacher in all the grades. Just here is a matter that I think might be profitably discussed—the number of pupils that may be properly allowed to a single teacher from the High School down.

When we come to the time for promotion, who should be the judge of qualification? Shall the Superintendent alone, the teacher alone, or both together, decide whether the boy or girl shall be transferred to the next grade above? Often the Superintendent knows as little about the individual pupil as any outsider, except the result of an examination; but the teacher, who does or ought to know, while generally honest, is not always gifted with the judicial faculty required. Perhaps of the two, the teacher would better be sole judge; for it requires close and frequent observation to determine justly whether all of a class, or which ones, are ready for promotion. One who is to decide such a question should see the pupils often, and have individual knowledge of the work of each; and this is easier for a teacher to do with 40 children than for a superintendent with 1,000. We have frequent examinations during the year, recording the marks, and I also question the teachers about the individual pupils; when they come up for final examination I pass upon their work, make further inquiry of the teachers when necessary, and upon the whole result decide the question of promotion.

It is not always best to be too strict in keeping back pupils who do not come up exactly to our fixed standard in all respects. We all know that often a child will do better with one teacher than another; in one grade he will be lazy and care for nothing but play, and in the next he will suddenly wake up, take hold and pull through. Sometimes the stimulus comes from the teacher, sometimes the time of life may account for it; either way, change of surroundings seems to be helpful. We should never forget that we cannot make a mind grow any more than we can a tree; we can remove obstacles, supply nutriment, improve conditions, but the individual life must take hold and do its own growing.

We superintendents must be careful to avoid treating our teachers as though they were machines. We may sometimes be put to the blush because they are not more interested, and do not try to do better work; but they will never improve unless they are recognized as human beings. When a teacher has been placed over a school, there are many things in which the superintendent should never interfere. The teacher's individuality, like the pupil's, is entitled to full recognition. Being of suitable age and character, and of course responsible for their work to the Directors who employ them, and to the Superintendent as their executive officer, it does not seem just or reasonable that he should force his "system" into the schools in such a way as to make the teachers mere automata. Of course the Superintendent should be able, and should feel it his duty, to offer needed suggestions; but it should be left to commend itself to the judgment of the teacher. There are plenty of teachers who would like him to do even the governing of their schools for them; but it is plain that this would be bad for all parties. In all these matters, tact and common sense are important factors.

Mr. Hockenberry: I feel like taking up the subject at the point where my friend left off, whether pertinent to the particular question before us or not—that is, the relation of the Superintendent to his teachers. I approve the recommendation that we shall not attempt to put ourselves in the teachers' place, and tell them in detail what they must do: the teacher is or should be an artist, and much must be left to be worked out for himself. But to return to the promotion question: I believe there should be a definite intention before the mind of the teacher in every grade, which the pupil is to realize before promotion—so much for sharply-defined, clear-cut system. We may not always get there, but we want a plain mark to aim at. I do not insist that all be absolutely alike, but their development should be as nearly equal as practicable. To accomplish this, the Superintendent will try to have his teachers see things as he does, work along the same lines, and strive for similar if not identical results. This need not and in our case does not prevent the "sliding scale" arrangement to let a bright pupil advance as rapidly as he can. But at the other end there is a difficulty. Having promoted nineteen-twentieths of the

pupils of a grade, what of the remaining twentieth? It is well enough, when the Superintendent's observation, the examination marks, the teacher's advice, all concur to prevent promotion, to ask a committee of Directors to make an examination and so divide the responsibility. The holding of only one test examination at the end of the term, and fixing a rigid percentage standard, is unjust and unreliable. The same pupil, with the same questions, may make 75 per cent. one day and 90 another, from mere temporary causes.

Mr. Hotchkiss: I wish to ask the last speaker whether his two divisions of a class would both be doing (say) fourth-year work at the same time?

Mr. Hockenberry: No; the second section would have at least some third-year work. The first section is usually composed of those who have gained a year below; and many of them gain another in the High School, taking the four years' course in three, and so saving two years altogether.

Mr. Buehrle: The apostles of "no examination" do not seem to have made much progress in Pennsylvania. Though they have been telling us for years that all examinations are so much humbug, I am satisfied very few believe them; for everybody who speaks here speaks of some kind of examination as part of his system. About opportunity for advancement of the bright pupil, I have not heard much objection. I do hear people say that the "skipping" of a year or two brings our graduates out too young—that the bright child is over-stimulated—that we put a premium on cram, and this militates against true education. It seems, too, that the tendency in whatever form of examination we have, is to insist on the fixed standard—that 74 is not 75, or 79 is not 80. I do not see much harm in this. The work of the term will speak for itself at final examination, if properly conducted.

Mr. Hockenberry: In the lower grades have you not found some pupils to fail at examination on account of timidity?

Mr. Buehrle: Yes, there are sporadic cases; and we then accept the teacher's explanation if fairly satisfactory. Often when they are nervous, it is due to stupidity of the teacher—those who are not stupid in other things sometimes paint the examinations to the pupil in such colors as to make them afraid. You will find the "nervous" cases come year after year from the same schools and teachers. Now, I understood one gentleman to say in substance that if we attend to the environment, the mind will grow itself—we can only affect the conditions. Let me add—*perhaps!* The child is not exactly like the tree: we have will to deal with here,—and sometimes won't! [Laughter.] How shall we influence the will without offering suitable inducements. The older pedagogue appealed to the head by applications to "the other end;" but our times will not tolerate that. We can do no more than say—"This do, or stay back." Teachers are very human—they do not always like very hard work, and sometimes their examinations do not amount to much; so I think the superintendent should participate so far as practicable. He cannot tell what is needed in any other way so well as by looking over test-papers—it is better than sitting and looking on in a school for days.

Mr. Farquhar: If the Superintendent is to do that, it means very close supervision, and no one man should have more than 30 schools to look after. The large counties could be subdivided into districts of that size, each with its supervising officer, and the county superintendent at their head.

Mr. Wanner (York): One phase of the examination problem has not been presented, which seems important. Say you have only one examination for promotion: part of the class passes, part fails: how do you know how many of them *should have been* prepared? That single examination does not tell. We have tried to remedy this by looking up delinquents early in the term—at the end of first, second, third month, and so on. For ten years the plan has worked satisfactorily. It puts a premium on each day's work. A class may be examined any day, and those who have kept up their work regularly succeed, and the others are discovered. Some of those who at first are most dilatory and negligent are thus reached, and take rank among the best. We have perhaps a dozen of these examinations a year, and keep track of each pupil's class standing all along. We know from the beginning what we have to work with, and what we have to contend against. The serious objection to a single final examination or even two a year, is that a negligent pupil is allowed to stumble or slip along for six months or a year without being pointed out.

Mr. Phillips (Scranton): I do not see that any of us have got this thing to working right; the old question is not nearly answered yet. I believe we are wrong all the way along, in ordering all things with reference to the High School. We had

better give more time and thought to those who are *not* promoted, because they do not stay with us. Why should they "slide" or "stumble" along, except for the possibility of being shoved out at the other end? Seventy-five per cent. of our pupils leave school during the first four school years; and we should be considering how to do most for this greatest number. Since so few ever get or can get to the High School, why build the whole educational edifice with reference to the cupola on top? My wonder is, not that some do not get along, but that anybody does. We must depend largely upon the teacher at last in the matter of promotion; and not all teachers are philosophers as yet.

Mr. Patterson: Our friend from Scranton must not think we are all back where Adam was. We do not condition the other grades with reference to the High School—we say nothing about it until we get there. In the three primary grades we have no examinations, but the teachers are expected to have their best pupils in the highest class, and to prepare them for promotion; if they come up unprepared, they are sent back. In the secondary, sub-grammar and grammar grades, there are examinations or reviews frequently, by which the teachers ascertain what the pupils are doing, and when necessary notify the parents. At the end of December we examine the grammar schools. I prepare and seal the questions, which are delivered to the teachers simultaneously; they gather up the papers, the teachers meet, exchange papers, we go over them together, and promote accordingly. The examination takes place in the forenoons, the pupils are dismissed for the day, and we go over the papers in the afternoons. In the High School the examination follows the text-book; in the other grades there is no limit. The questions given involve straight principles—no conundrums. With the reviews properly worked, not more than 2 per cent. fail to pass. Like one of the previous speakers, we grade so that pupils of good capacity can make two years' progress in one. Dr. Buehrle seems to think we graduate our pupils too young—I do not see it. Our graduates average 17, there are a few at 16, and an occasional one at 15, and I think that is right. More injury is done by keeping back those who are able to advance than by pushing the slower pupils. We have tests in December and March, and in June examine for promotion. About the "nervous" cases, I find that when they know they are well up in their studies, it strengthens the nerves amazingly. [Laughter.] We do not have much trouble with the "left over" cases—they do not generally come back.

Mr. Phillips: But when they do come back—what then?

Mr. Patterson: They are not promoted unless they are ready. If they have done the necessary work, they can go ahead; if not, they can't.

Mr. Bogart: Does the daily work, the attendance, the deportment, count in making up the averages?

Mr. Patterson: We don't have to consider the deportment; we make them toe the mark all the time. In the lower schools no grade account is kept—in the higher we do. We keep record of our two examinations and those who do well there, do well at the final.

Mr. Bogart: And the conduct does not count on the grade?

Mr. Patterson: No; not on the grade. Would you pass along a goody-goody boy who would not work, and hold back a mischievous one who got there?

Mr. Bogart: So far as citizenship is concerned, deportment often counts for more than scholarship. We count it all in—conduct, daily work, attendance and examination work. The teachers do the grading—we test them upon their ability to grade. We trust them to examine their own papers, and do not think it necessary to exchange.

Mr. Patterson: I think it is better to have more than one opinion on the papers; all teachers are not equal in judgment, however trustworthy.

Mr. Keith: Examination has two uses—one to test the pupil, the other to test the character of the teacher's work. With a well-graded course of study it is easy to find out whether a pupil is ready to go up. The trouble I find is, what to do with the pupils who cannot be passed on.

Mr. Bogart: On a standard of 80, it is well to give a pupil who makes 76 to 78 a chance on probation in the next grade. We do that; and if a pupil cannot or will not work up, they are sent to the ungraded school.

Mr. Keith: But when they are kept back, as has been said, they and their parents are discouraged, and the child is less likely to do better. Yet, if they can't do the work of the next grade, what is the use of promoting them? This is a real difficulty.

Mr. Shanor: I understand that in this city the examinations are held and promotions made two months before the close of the

term. If that is correct, I should like to hear how it works.

Mr. Foose: It is correct—the examinations are in progress now, and we will promote immediately. We had tried all sorts of examination and grading systems, and found all more or less unsatisfactory. Now we make tests all along through the year, sometimes unknown to the pupils; record is kept, not always in percentages, and upon all these results the teachers are expected to be able to recommend those who are prepared to go up, without any final examination. Those who are not so recommended are examined by the Superintendent, and if found unfit for promotion remain in the lower class; there is no other way except a sliding scale involving additional teaching force. Our graduating class in the high school are examined finally in April, then dismissed (subject to the call of the teacher) until Commencement. We expect to dispense with formal examinations as the better method of measuring up is developed. By dispensing with final examination we get broader teaching, better attendance, better work, and are released from a great annoyance and waste of labor. Examination should be necessary only in cases of the weak or indifferent. Conference between the teachers above and below is helpful. At our grade meetings we endeavor to cultivate the judgment of teachers. I will add that by starting next year's work on next Monday, we get two months' solid work in before vacation, and our pupils are in school to the last day, instead of going into the streets as they did after the old examination near close of term. Our children are transferred, largely without any special examination, within ten days, and the work goes right along. Another trouble with final tests is the fact that has been mentioned, that the same class, with the same questions, will get very different results on different days; but observation and test all along through the year prevent mistakes of that sort.

The discussion closed here.

PICTURE OF DR. WICKERSHAM.

Supt. Buehrle said that since the meeting at Philadelphia our distinguished ex-State Superintendent, Dr. Wickersham, had passed away, which would doubtless be noted by resolution. The picture yonder on the wall reminded him of a very fine photograph at Lancaster, of which those who desired copies might obtain them by communicating with him, as he would be glad to order them with one he proposed to have made for himself.

ANNUAL REPORT TO DEPARTMENT.

In the absence of Supt. Luckey, to whom it had been assigned, this subject was taken up for general discussion, which was opened by Supt. Wanner (York), who said that while he had not prepared to take the lead in the matter, there were two points to which he wished to call attention—one which had been suggested by the President of his Board, and another on his own account. This Director is a shrewd practical man of business, and in looking over the report, remarked that it did not make a separate showing of the amount of the building fund. All the "resources" and "liabilities" of the two funds are added together, and the balance struck by a single subtraction—so a surplus in one fund may offset a deficit in the other, and neither appear separately. Now as the one fund cannot be used for the purposes of the other, this is not correct book-keeping. The two accounts should be balanced separately; it will make an additional column, but it is necessary for full information. The suggestion he wished to make on his own account was that we should have the ages of the pupils presented in statistical form—so many between 9 and 12, between 12 and 15, between 15 and 18. Such a report would be especially suggestive at this time: the census tells us how many children of given age there are in a town, and such a report would tell us how many of them are in the schools.

Mr. Buehrle: Excepting the private schools, which in some places would make a considerable fraction who would appear to be out of school unless accounted for.

Mr. Phillips: The pending compulsory education bill provides for securing this information. I hope we will declare in its favor before we separate.

Mr. Wanner: There is a great deal of child labor employed in the different factories, and some of our teachers think it is rapidly increasing; but we have no trustworthy data. The official report ought to show these things. Our teachers have begun to make a directory of the pupils' ages, residence, etc., with a view of enabling the Superintendent to give statistics to the Board. The teachers keep it posted up to date, and the duplicate in the Superintendent's office is posted from theirs. The labor is not great, when you begin with the school year, and keep posted up. The year when we get the census figures is the best time to do this work. I am glad the compulsory bill contains such a provision.

Mr. Keith: I have often wondered, in

looking over the reports, at the great difference in the average attendance. How do they get it? Do some of us, when a pupil who leaves early in the month and comes back late, count him at both ends? I have never been able to understand it. I think the matter of school age would be of great interest if we could have a general plan, but we have none. Some States have a law requiring a census to be taken of all children of school age; it might be a good thing for us. Our reports should give some information of the condition of school affairs in our cities beyond the bare statistics—something definite about methods of instruction, manual training, etc. We want the benefit of each other's experience. Our reports now seem to fall into stereotyped forms, and when one has written the same thing half a dozen times, he does not feel like doing it again. [Laughter.] We ought to have a description of what is being done—and the reports do not give it.

Mr. McGinnes: The reports are for the information of all who are interested in what is being done, especially the new things. I do not see why one should hesitate about giving any information that might be useful to others.

Mr. Shimmell: There are many things we would like to know, and do not find in the reports. Why could not the Department ascertain by correspondence which subjects are most timely, and then call on us by official circular for the information? That would remove any hesitation about obtruding ourselves. But if we are "progressing better every year," as some reports keep telling us, we shall soon need no schools. [Laughter.]

Mr. Buehrle: We city and borough officers are a sort of amendment to the superintendency; the Department includes us in our several counties, and does not make any special call on us as cities—even Pittsburgh is merged in Allegheny. In our historical development the lines have not yet been clearly drawn, but I think it is time we begin. Why should we not focus our attention upon special subjects, and try to get the help needed by citizens and boroughs as such? We ought to know what impression new things are making, what are the results, how much has been done in the State at large. We do not know, and the reports do not tell. The courses of study in the different cities would be interesting reading, even in fine print; we could then see what actual work is done in grades of the same name in different places, which would avoid misunderstanding as to what is meant by secondary, or grammar, or high school. We want to know how many places have burned the spelling book. We want concrete results of innovations, "great progressive movements" as they are always advertised. How are we to find out, if official reports are confined to a few statistical matters, and even these do not give definite information? For instance, it says "Receipts from taxes and all other sources except State appropriation;" but there is nothing to show how much of this is borrowed money, how much of the tax is collected and how much exonerated, and so on. Giving the number of mills tax rate is of no account, while one district assesses up to fair value and levies a low rate, and another assesses low and rates high. Such figures do not tell a true story, but serve to mislead us. We want to know the average attendance and the amount of tax *collected*, rather than the amount levied. These reports might be improved as has been suggested, by the Department calling for information on two or three special topics each year, and so concentrating our attention on common points.

Mr. Patterson: From the statistics as we have them, you cannot tell what it costs to educate each child. We do not add in, as we should, all that it actually costs, which would include fuel, janitor, etc. Say we have 2,500 names on roll during the year, 2,000 monthly enrollment, 1800 average attendance; if now we take 2,500 as a divisor into the whole amount of money to find the cost per scholar, and report the result, we simply tell what is not true. When pupils are promoted during the term they will be counted twice, if we follow the report. This is one of the results of making us the tail end of the County Superintendency. When we look into the reports for statistics by which City Superintendents may test and compare their work, we find we have nothing—not even how many pupils, or what per cent. of them, are in the Fourth Reader grade. To be sure, they tell us that they have the best schools in the country, or the best they ever had, or something like that—but that don't help us much.

Mr. Foose: Not much reliance is to be placed on percentages of attendance when you do not know how they were made. The fairest way is to divide the total number of days present by the number enrolled during the month. I do not mean to find fault with anybody; I know how these forms crystallize as we run along, and how difficult

it is to know in advance just what will be wanted; but I must confess that we need information in reference to lines of work which are not touched in the reports. I should like to know something definite about the High Schools. Some States get quite full accounts of their courses of study, with salaries of teachers, and other useful facts. In making statistics you can easily do much work with little benefit; but on this line the information would be worth more than its cost. There is a large drifting element in our population—children come to us from all sides, and expect to be graded according to the standard of the place whence they came; if we knew what was done there, it would help us.

Mr. Rupert: I have examined the reports in reference to High School courses, not so much because it was more important, but from the great diversity. I never could see how room is made for Latin, Greek and German, especially in small towns. I think it would be well to give special attention to collecting information on courses of study.

Dr. Waller: Statistical forms are the growth of years, and are modified by circumstances; there has been no considerable change in ours for many years, and I do not know of any such demand having been made. I have not heard here any evidence that we give statistics that are not useful; even Dr. Buehrle would need the "tax levied" to get at the facts he wants. All depends on what you are looking for. The point of objection seems to be not that we get what we do not want, but that we do not always get what we do want—which, no doubt, is true. The teachers who must furnish the data are supposed to have a burdensome aggregate of duties already, and while there is no end of ways to multiply them, we should consider before we add to their labors. There is so much diversity in the wants of different places, and so much difference here, that the Department could scarcely tell from the discussion thus far just what had best be done. If this body will formulate those changes upon which they agree, we will consider them—I do not say we can adopt them all, and we certainly cannot make any change immediately. It is a matter requiring time. The fact that one, two or three want special information does not prove that it should be provided for in this way. This report is a mere summary compiled from great quantities of statistical work, and addition to it is no trifling matter. We must be certain that a thing is generally needed, to justify the labor and cost of changes. Remember these three points: 1. Not unnecessarily to burden the teacher; 2. To obtain the consensus of opinion as to what is wanted; 3. Not to expect the report to be made so voluminous that people will be lost in trying to get through it, besides the fact that it may be made unduly expensive.

Mr. Buehrle: I am ready to move that the "amount of tax collected" be substituted for "amount of tax levied." As we have it, the item simply does not tell the truth. Part of the amount levied is not collected, as we all know—how much, we do not know. The facts are now ascertained and duly reported to the Department, and we ought to have them where we could readily find them.

Deputy Supt. Stewart: One gentleman said he did not know how to find the cost of educating a child from the Report; yet here it is, plainly set down. I admit the blanks are not all they should be, and they have been modified as necessity arose; but I see no use in multiplying columns that are not needed. The tax levied is a definite quantity, appearing on the face of the duplicate; some of it is not collected perhaps for a year, some never, and it would be impossible to set any one year straight. Our reports are as fair and give as much information as those of any State in the Union. The High School information can all be obtained by correspondence, in many cases from printed local reports; but perhaps this information and some about the night school work should be added. It is always right to make improvements, but it is well first to be certain that they *are* improvements; and as to the amount of tax collected, I think that does not concern either you or us. As has been said, changes in this report cannot be made in a day; the blanks for this year are issued; but for the future, if we can agree as to what additions are needed, no doubt they will be made. I hope the meeting will excuse the liberty I have taken in speaking, when not a member of the body.

Mr. Patterson: I believe when we rent a building for school purposes, it is charged in here?

Mr. Stewart: Yes, sir.

Mr. Patterson: Then why not charge interest on cost or value of buildings we own? Let us be a little consistent. The objection to the yearly enrollment as a basis is sound; it should be either the monthly enrollment or the average attendance—perhaps the monthly enrollment is the fairest way. The reason I do not know the cost of educating

a child is, as I showed before, because the whole of it is not reported.

Mr. Hotchkiss: The State reports should show what each community has, to do its work with, and the results. As a Meadvillian, I do not care what Lancaster levies or collects. The matters of interest are cost per pupil, how long children remain in school, and the like. One of my most odious duties is the writing of these reports; I shirk it all I can, and when it is done nobody reads it, not even myself. It would be well to take up special topics, as for instance manual training, what is being done to educate the individual pupil as distinguished from the mass, the correlation and coördination of studies, etc. Such matters would be interesting for us to write upon, and for others to read.

Mr. Farquhar: Are we about to ask the Department to go into writing the annals of education in Pennsylvania each year? I regard these statistical publications as simply compliance with the law. The Department is required to publish certain facts, and it does so; we can go on and draw deductions if we so desire. I have no objection to writing history if the Legislature will provide for its publication; but I see no reason to find fault with the public officers while they comply with the law.

Mr. Hockenberry: The cost per pupil per year is given. If interest is paid on bonds, it is included. As to the basis, since in the majority of districts we provide facilities for all the children of school age, and they may come any time, I see no reason why we should not count at least all who do come.

Mr. Buehrle: Of course there was no personal reflection intended by or upon anybody. If we cannot get the information we want in the report, we must get it elsewhere or go without. I supposed the official publication was for information, and that the Department intended to inform us, and correctly. The matter to which I specially referred is known to the districts concerned, it is reported to the Department, and it seemed proper it should be published for comparison. No deductions can be drawn that will have any definite value, when some of the items are variable quantities.

Dr. Waller: Do not the population, etc., enter into your question?

Mr. Buehrle: Yes—the school population is a good index; but the money columns are indefinite.

On motion of Supt. L. S. Shimmell, of Huntingdon, the Association adjourned till to-morrow morning, at 8:30.

FRIDAY MORNING.

THE Association was called to order by President Gotwals, at 8:40, and on motion, Supt. B. F. Patterson, of Pottsville, spoke on the subject of

MODERN DEVICES VS. SPELLING-BOOK, GRAMMAR AND COMMON SENSE.

"Devices" according to the dictionary, have some relation to things done for show or exhibition—I don't do much in that line. I am just now reminded of a young lady teacher who made a great hit at Schuylkill institute by giving a reading exercise to a class of children who did not know their letters, and in a few minutes teaching them to read "Bats have wings." One of the hearers asking her why she chose that subject, she replied that "the Superintendent had heard her give her *other two* lessons." She knew only three. There are different kinds of bats. [Laughter.]

In 1859, Pottsville "burned the spelling-book," and the word system was in all its glory until 1867. Meanwhile I came there to teach the high school, and in that year was elected Superintendent. I was cautioned in effect that my predecessor having been the one man in the world who knew it all, I could not do better than keep on along his lines. But I wanted the children taught to spell, and after a few months bought an old spelling-book that had escaped the flames, and during the rest of that term one of the primary teachers, with *only* ninety pupils, printed upon the blackboard the columns of words just as they stood in the book, and had them copied. In June '68 the statistics of this school and the others were reported together, and in view of the results, the Board without debate went back to the spelling-book. A good deal of what calls itself progress is principally an attempt to get out of hard work. I am willing to work less, if as good results are forthcoming: but they are not. I sometimes think we bother too much about modifying the environment; perhaps Providence designed it for our good, and we had better struggle with it. Difficulties must be met and overcome some day, and we may as well begin early.

Strange as it may appear, we teach the A-B-C's. Many of our pupils know all or part of them when they begin school, and when they don't, we teach them. We have them draw them, and in two weeks the average pupil knows them—some learn them in two days, and some few take two months. Then we teach them syllables—not "a-b abs," that is antiquated, but "b-a bā's," and "b-e be's." Of course they soon strike combinations that mean something, and how their eyes twinkle when they find that g-o is go, without help from the teacher! That is success, triumph, and they enjoy it as much as play. Of course the "word-method" people are surprised and disgusted; but since no child ever did or ever will learn to read without knowing the letters, why not teach them at first? We do, and are satisfied with the results; we give in an average of five

months 800 easy words from the spelling-book, and when the children have learned these by drawing and printing them, and then find them as they spell over the lesson in the Reader, there is another success. Teachers may discontinue the spelling lessons whenever the pupil is able to spell out his lesson in the Reader; so the quick pupil may get less than 800 words, and the slow one more—we find it an advantage to keep these a little longer on calling letters and words at sight. We give little attention in reading to making the pupil emphasize just as the teacher does. All of us are not built alike, and can no more emphasize alike than we can write alike—and you know after drilling a class for years on one kind of penmanship, they will each have an individual style in six weeks after leaving school. So with inflection; our voices, brogues, feelings differ, and we don't want everybody to imitate anybody, even the teacher. As we go along through the 2d and 3d Reader, the humdrum style disappears, and we get into shape; the pupils know the letters, and their combinations. The word-system people tell you when asked how the pupils learn the letters, "They come, we don't know where from." I know—from the mothers, brothers, and sisters at home. Shut away a child from this home-teaching of the alphabet, give him the word system pure and simple, and he will never learn to read while he lives.

We teach the multiplication table, too. We have them say it forward, and backward, and crosswise, till it is part of their "environment."

We teach grammar, using March's Parser in the lower grade, and Lyte's Grammar in the grammar school. They work on simple sentences till about 12 years old, and the exercises in picking out the name-words, etc., are so interesting that they are willing to leave other studies for grammar. By this time (12 years) they have mastered simple sentences, with single subject and predicate, and when you add on half a dozen adjuncts, they will tell you what kind of modifiers they are. In the grammar school they get compound sentences, analyze into clauses and show their relation. When I first went to Pottsville we had a grammar book in the High School—now we have not; but in children's children of my early pupils I can recognize the false syntax I taught them out of that old Bullions—the wrong forms were drilled in, to stay for generations. But we have learned something, and teach no more false syntax in any school. If you want to bury or burn any books, you should practice on that kind.

In the line of "composition" we have in the secondary grade at least once a week (may be two or three times) a little story or other interesting reading, of which the children write out what they remember. We do not have what some call "language lessons;" we assume that all have some ideas, and that these will find expression.

In conclusion, I want to say that I think we did not do right by "English as She is Taught." There are places where just that kind of teaching is done, and it needs to be shown up. I know of an instance where a pupil solemnly recorded that "two navigators are equal to a deformity." They use words without any idea of their meaning. Some of us are carrying loads to-day for which our teachers in school and college are to blame.

Mr. McGinnes: It would be a misfortune if the rising generation were taught exclusively by either of two classes—those who accept the new because it is new and reject the old because it is old, or those who cling to the old because it is old and reject the new because it is new. The educator must try to find the happy mean. In arranging the subject of this discussion, the Committee might properly have put the "common sense" between the grammar and the spelling-book. There is as little sense in teaching meaningless words as in burning the spelling-book. It is a mistake to teach technical grammar to minds not sufficiently matured. When I find a class engaged upon "All are architects of fate, working on the walls of time," and find that they define architects as bricklayers, and have no intelligent idea as to the walls of time, cannot spell "architect," nor place the capitals or punctuation—then I think technical grammar has been put where it does not belong, to the exclusion of what does. We ought not to condemn devices by wholesale any more than spelling-books or grammar. It is not fair to argue from their misuse in favor of abolishing them. Everything in its place.

Mr. Hockenberry: The end proposed in the study of grammar is "to use the English language correctly." The study of technical grammar as we have it does not accomplish this. The work that will accomplish it is what we want to give the pupil, at the proper age. An excellent way to begin composition is the reproduction of stories or other matter read to them; it is better to tell the story than to read it. Reproduction cultivates the memory; then let them make additions to develop invention. Again, read a lengthy extract, to be expressed in as few words as possible. There is a danger in false syntax, but I believe it has its use. We learn by use of contrast in other matters; why not here?

Mr. Buehrle: The apostles of the "new education" have had the floor so generally in Pennsylvania that the Executive Committee thought it well to ascertain whether the apparent acquiescence was real, and whether the doctrine of Parker, Balliet, MacAlister & Co. was being reduced to practice—and by calling on Brother Patter-

son we expected to find out. The plan seems to work. About the false syntax, we have no occasion for any other examples than those given in the prevalent forms of speech in the community. Children, teachers, superintendent, furnish specimens enough, without expressly creating more. As for grammar, we still have Bullions. I see no reasonable objection to technical grammar. It is valuable as a logical exercise; what better mental training than analysis of language? And I am not sure that age has so much to do with it. The prevalent prejudice against early development is all wrong—I don't and can't accept it. Nearly all great men give early evidence of superiority—Cæsar, Napoleon, Longfellow, Humboldt, Newton, and the list might be indefinitely increased. The theory that early development is evidence of weakness finds no support in the history of the race. I do not mean that children should be prodded or forced forward, but they should be allowed and assisted to develop.

Mr. Hotchkiss: Does anybody want to keep them back?

Mr. Buerhle: Yes; some people say, "no grammar before fifteen"—and then how many will ever get it? We begin at ten, get to Bullions at twelve; before ten the pupil has no language-lesson book, but the teacher uses one as a guide.

Mr. Bogart: It may be a question how great men Napoleon and Cæsar were, and whether any of those mentioned were more advanced than many of our young men of same age. What was a great man then may be a meagre one now. Who hinders early development? I suppose it is not development to have pupils parrot over what they do not comprehend. Our boys have to do some work on many lines, and cannot do so much on any one.

Mr. Boger: How does knowing the names of the letters help the pupil to pronounce the words?

Mr. Patterson: I suppose he must know the names of the letters in order to spell. The proof of the soundness of our position is the fact that children who never heard of phonetics and learned the letters, get the sounds better than those who had "word-method" and phonetics, but no letters. Our children go on from their syllables to pronounce, spontaneously—we have no difficulty.

Mr. Phillips: I find that pupils taught by the word method get in the letters in a very short time, the same as others; but we save the time foolishly wasted in calling them over by name at the beginning, and avoid doing too many things at once. The difference is in our favor.

Mr. Patterson: Oh yes; when the parents at home teach your pupils the letters, they get there the same as ours where the teacher does it. Put up the evidence. We brought to institute papers fresh from the press, unrolled them, and had the children read; and an apostle of the word method on the platform said it was impossible—they *must* have been taught by that method—which is like more of their arguments.

Mr. Foose: How long does it take to teach your 800 words?

Mr. Patterson: Five months on an average; very few take much longer. The average pupil reaches the 4th Reader in two years—some exceptions get there in 10 months, and other exceptions take 40 months. All these "methods" stand on the supposition that all children are created alike, and, ground through the same mill, will come out alike—but they won't. In our primary grade, pupils say their lessons individually; when they get into the 1st Reader, three or four in a class; so we know where each one is—his condition and prospects. Each starts where he can, goes right on, and is not kept back; the average child can make two grades in one year. We are surprised at the independent reading done by our pupils out of school, in papers and books, from 8 years onward.

Mr. Hotchkiss: Do your pupils exhaust their 800 words by the time they get through 4th Reader?

Mr. Patterson: Some few words they may never get in lessons; nearly all are used in 3d Reader. I might add that sometimes we have to compromise a little in cases where the pupil is good in reading but poor in arithmetic. In the lower grades we promote on the reading basis; above that, on arithmetic, since you cannot take the next grade in that till you have mastered the former. You may teach geography of Europe before you are through United States, but you can't teach percentage before you know decimals; so we take arithmetic for the basis from there up, and of necessity keep back a good reader now and then.

Mr. Wanner: What number work goes with the 1st Reader?

Mr. Patterson: The A-B-C class count to 100 and write the figures on their slates. As they get along in their 800 words, they learn to write from 100 to 200; then we teach them to read numbers in three columns—

units, thousands, millions, which we think is better than units, tens, hundreds. With the 1st Reader they add and subtract a little, mechanically—easy examples, as a sort of side issue. With 3d and 4th Reader they get the four rules, mechanically, with small problems written on the board; the next grade, miscellaneous problems, mixing the four rules. We think when they know thoroughly addition and subtraction, they have the foundation of all number thinking, and we drill them thoroughly on these; without such drill, they will be crippled through life.

Mr. Streeter: In promoting, say from 2d to 3d Reader, how do you test them?

Mr. Patterson: Take a lesson from about the middle of the book, and see if they can read it reasonably well.

Mr. Hotchkiss: I wish to ask Dr. Buehrle how much time in each grade he gives to written language work?

Mr. Buehrle: I cannot answer very definitely. We have daily exercises; in the lower grade, perhaps fifteen minutes of the teacher's time, and more by the pupil.

Mr. Rupert: I think the new education has scarcely had fair treatment. Nobody says that the letters shall not be taught, but that the word has more interest for beginners, and the letters are given incidentally, *not* accidentally. Nobody says technical grammar shall be abandoned; the question is, at what stage shall it be introduced? It may be right not to take it up before High School. Of course, those who do not stay so long, will get none. We emphasize other language work and omit analysis, even at 12 years old. You can teach spelling without the book, but we have books.

Mr. Shanor: You pick up a primary Speller, and find such words as "malleable." I should like to hear what use there is in putting time and work upon words of which the learner does not understand the meaning. Those who object to that are right, and are striking at wrong; and they should be commended instead of condemned.

The discussion closed here, and on motion of Mr. Buehrle the subject assigned to Supt. Baer of Reading was now taken up. By vote of the body, Supt. Foose was requested to open the discussion, and to give his experience in Harrisburg. He responded as follows, on

THE WAYS AND MEANS OF SECURING QUALIFIED TEACHERS.

Of course I did not expect to be put in this position, and due allowance will be made; but I can give you our experience, and it may be of use to some others.

To understand the situation here, a little history is necessary. Our Board consists of twenty-five members. Before we adopted the present system, whenever there was a vacancy for a teacher, all of these were victims of persecution; there were fifty or sixty candidates, each had his own applicant, and all possible pressure was brought to bear—churches, societies, business relations, everything in short—and in the clash of influences, often the weakest candidate was successful. It was curious to see how deficient scholarship was always offset by supposed natural qualifications of a high order. Such a nuisance did all this become that some Directors would leave town till the struggle was over. Finally, driven to desperation, the Board adopted the present rule, that all applicants must be examined, and the best certificate shall receive the appointment. When this was proposed, it was fought by the Normal School graduates and holders of State certificates, by the weak applicants and their friends, and by the citizens generally; but the Directors had decided that self-preservation was the first law, and it went through. So now I examine everybody. The Normal graduates who apply usually stand very high; the exceptions are few; they are generally well up in the branches they have been taking.

Vacancies are always in the primary grade (owing to promotion), except when we want specialties. There are two grades of salaries; the primary runs up to $45, the higher grade to $60. After ten years' successful teaching, the salary is increased. The Committee and the Superintendent (largely the latter) are the judges of success: the Board always sustains their decisions. I keep notes of the work in every school; when the question comes up, "Shall this salary be increased?" my notes are given to the Committee; if the work is not satisfactory and the increase is refused, when the teacher or her friends come to me I show them the same notes. Since this rule has been in operation, we have little interference; there was opposition at first, but not now. Naturally there is some sensitiveness among the Normal graduates; but when I tell them it is the positive rule of the Board, either they are examined or I see no more of them. In cases where the teacher has been in service the specified time, and I cannot recommend increase of salary, I sometimes ask the Committee to look at the school in operation, and they see the status for themselves.

Our Board now recognizes no applicant who has not either received instruction in the training school or had successful experience elsewhere. Our training school gives two years of professional work—that is, the book-work is on professional studies, and the pupil-teachers have charge of schools for a number of weeks under supervision of the training teacher. They also do some work under the drawing teacher. Acquirements must equal what is required of a high school graduate in order to enter this school. This year we received seven pupils, last year eighteen. We have an average of half a dozen vacancies in our teaching force to

fill each year—this year none so far, last year eleven. There are two schools in the building with the training school, covering the three lower primary grades, to 2d or 3d Reader, which are taught by these pupils, and cost us the $800 salary of the training teacher. Without this school it would be almost impossible to carry out the rule of the Board, get our teachers trained, and keep our system straight; and as you see, it costs us little more than it would to teach those two schools otherwise.

These pupil-teachers also do substitute work when needed. I make the selection, and adapt the teacher to the work so far as possible. I try to give the school the best service, and to show the teachers, the directors, and the people that the pupils of our training school are equal to almost any kind of work. We have had this school for two years. Before that time we got more poor teachers; we get some now, but they are exceptional—there has been very great improvement.

Mr. Buehrle: I have tried for years to make people believe they ought to pay for what they get, and have some competent judge to test it. I am very glad Harrisburg has such a system, and hope it will become general.

Mr. Rupert: I have been trying a Normal class, and should be glad to have the opinion of others upon it. Our Board has no such rule as Harrisburg—I wish they had. The Board selects from the High School graduates—no other has a chance. Since it is practically certain that these home applicants will get the positions, regardless of outside scholarship and experience, I must do the best I can with them; so I have formed a class, and once a week instruction is given by the superintendent in the form of lectures; there has been no opposition thus far. It would be well for these young graduates to go into good schools, and get ideas from actual work. This system—first lectures, then observation and report—is only a makeshift, to be sure; but what better can be done, when you cannot have experienced teachers?

Mr. Patterson: We examine everybody—Normal graduates included. A dozen graduates of high school come up for examination every year; if their scholarship is good, they all have a chance at substitute work, and when vacancies occur the Board selects from these. Sometimes, of course, the one that we want least has the most friends; but when they get in, it is my duty to give them all the help I can, and if they will try to work we get along all right. I would like to ask Supt. Foose if his committee don't sometimes get to a school on the wrong day to judge a teacher's work.

Mr. Foose: I suppose that happens once in awhile, but they do not judge from that alone—they have my notes of the work all along. However, the refusal to increase salary is their responsibility. It is not always easy to make Directors see their duty, any more than other people. When I came here, there were but two or three Normal graduates employed, and no more could get in; I believed that these State schools were the proper place to look for teachers, and advised accordingly; now there are a large number, about 30, and no worthy Normal graduate stays out long who takes the examination. I opposed the examination of Normals when the rule was adopted, but having seen it do good, I must so testify. I would like to hear from the State Superintendent on this point. As I said, the rule was forced upon us, and the Board adopted it to entrench themselves against the importunity of the friends of weak applicants. What else could they do?

Dr. Waller: Where a rule is adopted in self-defence, and meets the case, of course it is justified; but until explained, it looks like a reflection upon the Normal schools, which is unfortunate. I am glad to know that our graduates did credit to themselves here. I hope this body, sustaining so prominent a relation to the cause of education, will give full weight to Prof. Foose's words—that the Normal schools, being part of the State system, we should all look to them for teachers. Where the rule is that applicants must have either experience or training, it will be easy to send enough of your High School graduates to the Normal Schools to give you an abundant supply. I have in mind a place where the Superintendent insisted that candidates must have experience or training: the Board said, "We want our own graduates." They were Catholic, the Superintendent was Protestant, and they feared some interference on that line; but he induced them to try sending their graduates to Normal School, and as soon as they came back into the schools the opposition faded out. All of you can do the same if you will—it is neither difficult nor expensive; the low figures at the Normal Schools make it possible for almost any one. Of course these schools are not perfect; nor are they equal in every respect; but as we have them, we ought to use them, and bring them up to the mark. Compare them with what is offered as a substitute. In a city training school there is one teacher to do the preparation; in a Normal school, a corps of trained experts—which is likely to be of

greater benefit? It will hardly be disputed that contact with learned and experienced professors, and the inspiration of numbers in a great school, have a broadening influence, which cannot be equaled in the local school. If the Normal schools are not broad enough, let us broaden them still more.

Mr. Streeter: When you are perfectly aware that you cannot honestly recommend a particular school, what ought you to do?

Dr. Waller: Do not recommend that school—send your pupils to another. That will bring about the remedy.

Mr. Streeter: Not always, in my experience.

Mr. Patterson: No; they will go to work on another line, and try to put the Superintendent out.

Mr. Phillips: Four years ago the Board of Control of Scranton passed a resolution that a training school should be established whenever recommended by the Superintendent. The only thing that has deterred me thus far is the consideration mentioned by Supt. Foose and emphasized by Dr. Waller —loyalty to the Normal schools as part of the State system. In four years our Normal graduates have gone up from 4 to 30, but their work has not always been satisfactory. We can all offer advice in superfluous quantity, but the remedy here is not in our hands, but lies with the State Department. Let them send out uniform questions, have the papers examined here, and pass no half-done work. I am sorry to make this criticism, for I brought to my work enthusiasm for the Normal Schools. If our graduates from High Schools are weak, the additional course should be a protection; but it does not prove so. We should be sure that when we send our people to a Normal School, the papers they bring back will mean what they say.

Mr. Buehrle: When I became Superintendent, my position on the Normal question caused me to be taken for a Normal graduate. When I came to Lancaster, I tried to have Normals given preference; but though some of the directors and many citizens were trustees and stockholders at Millersville, I could not get it done. Out of about 80 teachers, we have 6 or 7 Normal graduates. To-day I am known as an antagonist of Normal Schools; but I am no such thing—I fight their errors and their abominable methods, and why should I not? It is true they are the best we have, and are part of the State system; but we want them made better. When we go to the examinations and vote against incompetents, we are outvoted; and some of the poorest teachers in the schools come there with Normal diplomas given against the vote of the Superintendent who knew them best. It is wrong to cut out from advisory power the whole body of Superintendents, men who certainly have experience, and ought to have knowledge of what is wanted in a teacher. Anybody can be a Normal Principal—no examination or certificate is required for that—and when the man of experience offers a suggestion he is told, in effect, "This is our business." There should be a requirement of every Superintendent to make at least one official visit a year to the Normal School of his district, which should be open to his inspection, and to make report to the State Department of what he sees and what he thinks is needed. Then the Department could say: "Here are the alleged facts—are they facts? If yes, what can you do to remedy the evils?" and if necessary they could be given their choice, to come up to the mark or receive no appropriation. As things are, the question with the stockholders is, "How can we get the most pupils, and graduate the largest classes?" and not, "How much can we do for our pupils?" In addition to the visitation by Superintendents, the Principals of Normal Schools should be required to spend at least two weeks each year in the schools of their respective districts. Each of them would then see what work his graduates and others were doing, and he would learn more about his business than by going around lecturing at institutes. He would see where his theories were wrong, and where they were not carried out in practice, and why.

Mr. Farquhar: Of our 22 teachers, five I am sure, and perhaps seven, hold Normal diplomas; and, so far as I can, I will put in more, since my judgment is that they are the broadest and best teachers I have, and know best how to reach the child's mind. If I were to choose, I should give Normals the preference every time, other things being equal; as it is, I shall recommend them to the Board. We do not need experience so much as the wakening up of the faculties. I believe the two years of Normal training is worth as much as five years' experience without it.

Mr. Phillips: It is only just to say that the best work done in Scranton is done by Normal graduates. The trouble is, they are not all of that sort.

Mr. Shimmell: The exclusion of Normal graduates from cities is not because of their

inefficiency, but because the local applicants must have the preference, and knowing that they *will* have the preference, do not think it necessary to spend time and money on Normal training. My observation and experience satisfy me that the academic work of the Normal Schools is well done, but the Model School practice amounts to nothing.

Mr. Hotchkiss: The Normal Schools do not give the culture that the average High School does—partly because the course is not so long, and partly because the pupils do not have the same culture out of school as those in High Schools. I have visited a Normal School where only one, or at most two, of the "faculty" have ever done any work outside that particular school. A class in pedagogy was taught by a young lady who had only the experience of a country school; what could be expected from her? In the Model School, they were multiplying in 8; the teacher in charge did not know what had been done by her predecessor, nor what she was expected to accomplish in her period, and had received no information from the "critic teacher." I could go on for an hour, telling what they did not know or could not do, in direct line of the work supposed to be accomplished. If graduates of last year are set to teach the principles of education this year, we do our teachers a wrong in sending them to such a place. I believe in Normal Schools, when they *are* such; but we are not getting from ours what we ought.

Dr. Waller: In answer to Dr. Buehrle, I wish to say that as there are two Superintendents on the examining board of five, and it requires four votes to pass, they hold the veto power. What more effective means could be devised to leave them in control of the result? Is this not a close relation?—do they not lay a strong hand upon the management right at this point? They are two in five, they make their own questions, and if not satisfied they hold the veto. In my fifteen years' experience at these examinations, there has rarely been a rejection that one of the negative votes did not come from the Department. Where were the two Superintendents? It is fair that you gentlemen shall bear your share of responsibility. I am not ready to believe that you would shirk or evade your duty; but if incompetents are going out from the Normal Schools, it is impossible that Superintendents should be blameless.

Mr. Phillips: Why should not the questions be uniform at all the schools? They could be prepared at the Department.

Dr. Waller: On the subjects examined by the Department, we use the same questions at all the places visited in the same week. For the rest, the law presumes the examiners are qualified to prepare their own questions. It might be well for superintendents to seek the privilege of attending examinations in other districts.

Mr. Phillips: Yes: then I might get to see one.

Dr. Waller: Before we leave this matter, let me add that all suggestions on this matter are welcome, and, if approved, we will all try to push them into law.

ANNUAL REPORT.

Mr. Patterson: I hope the Department will select for us, if we do not for ourselves, a special topic or topics for consideration in the report. If that is not feasible, let each man choose some special subject for himself.

Mr. Foose: The matter of the form of the blank should be the subject of conference between Superintendents and the Department. I move the State Superintendent be requested to appoint a committee of five to consider the matter, and if thought proper invite suggestions and formulate needed changes, to be put into effect as soon as possible.

The motion was agreed to.

On motion of Mr. Shimmell, the session was extended to finish the work of the Convention.

Supt. C. F. Foster (Chester,) having arrived, on motion he now read his paper on "The Relation of the Superintendent to the Board." This paper, which is already in type, is unavoidably carried over to our next issue, to make room for other matter which must appear in the present number.

Mr. Foose: The professional side of this paper has interested me greatly. Boards often presume that they know as much of that matter as the superintendent whom they employ as an expert, and I was glad to hear the superintendent's side presented with such force and ability.

Mr. Buehrle: This paper is so complete, covers the whole ground so entirely, that there is no room for objection or criticism. I am glad we are to have it in print.

NEXT MEETING.

On motion of Mr. Shimmell, the time and place of next meeting were now considered. Bethlehem was named, but afterwards withdrawn. Harrisburg was then considered, and was about to be adopted, when at the request of the members from the northwestern counties, Williamsport was substi-

tuted and unanimously chosen. The time was left to the judgment of Executive Committee, between January and March of next year.

RESOLUTIONS.

Mr. Hotchkiss presented the report of the Committee on Resolutions, which on motion was taken up and acted upon *seriatim*, resulting as follows:

SEPARATE INSTITUTES.

I. *Resolved*, That it is the sense of this Association that the law requiring cities and boroughs to close their schools during the session of the County Institute, and to coöperate in holding such institute, ought to be repealed; and that a law should be enacted authorizing all cities and boroughs having commissioned superintendents to hold separate institutes, which shall receive aid as county institutes now do.

Among the many reasons for such legal enactment are the following:

1. The proficiency of membership in the county institute as it now exists is so varied that no instruction can be adapted to the needs of the several classes.

2. The average County Institute in the State is too large for profitable work.

3. The Institute should be conducted by one who is conversant with all the needs of his schools in the Institute district. The county superintendent's work being outside of the cities he lacks such knowledge of the needs of the city schools.

4. The conductor of an Institute should have direct control of the schools interested, that results of Institute instruction may be looked for.

5. The courses of study in city schools have several features not found in the courses of most country schools. These features should receive attention in a teachers' institute.

6. By the separation of the city teachers from the County Institute, the greatest trouble of the county superintendent would be removed, viz.: the attempt to provide instruction for such different classes.

7. By being able to concentrate the instruction of the institute upon the needs of the country teachers, the county superintendent could add greatly to their interest in and profit from the meetings.

Mr. Shimmell: If we do this there will be a feeling among the country teachers that there is an intention to establish a sort of aristocracy of city teachers; and this will be injurious to both. I believe both classes are helped by mutual contact.

Mr. Buehrle: This provision is already made for the larger cities—this is simply extending it. You cannot keep a city part of a county permanently; either the city will swallow the county, as in Philadelphia, or it will segregate itself. The feeling between city and county develops in the present relation; there are counties where nobody from the city can come anywhere near being elected to the Committee on Permanent Certificates.

Mr. Farquhar: I think what is good for country teachers is good for town teachers—they both work upon the same material, and can profit by the same instruction. I think it would be foolish for the Legislature to appropriate money for me to hold a separate institute in Bethlehem. I am willing to vote for this for cities of 75 teachers or more.

The resolution was adopted by a vote of 7 to 5.

PAYMENT OF SALARIES.

II. *Resolved*, That this Association express its approval of the pending bill to authorize the part payment of salaries of city superintendents from the State funds. This bill is but an act of justice, and should become a law.

Unanimously adopted.

COMPULSORY EDUCATION.

III. *Resolved*, That this Association express its approval of the Compulsory Education bill now pending in the Legislature, and urge its enactment.

Unanimously adopted.

THANKS.

IV. *Resolved*, That this Association extend its thanks to State Superintendent Waller for the use of his office, and for many other courtesies cheerfully extended.

FREE TEXT-BOOKS.

On motion of Mr. Buehrle, the following resolution was added to the series prepared by committee:

V. *Resolved*, That it is the sense of this Association that the Legislature should make a special appropriation of $500,000, for the purpose of aiding and inducing school districts to adopt the provisions of an act passed June 25, 1885, P. L., page 173, entitled "An Act authorizing school directors and controllers to purchase school books out of the district funds, and providing free text-books and school supplies for all the pupils attending the public schools."

The report was then adopted as a whole.

DEATH OF DR. WICKERSHAM.

Mr. Buehrle: Before we adjourn there is another subject I think should be referred to, in relation to which I offer the following resolution:

Resolved, That the City and Borough Superintendents here assembled have heard with deep sorrow of the death of Hon. J. P. Wickersham, who had been for many years the honored Superintendent of Public Instruction of this State, and in that office, under the providence of God, had been enabled, by unwearied activ-

ity in the cause and the securing of far-sighted legislation, to place our system of public instruction among the foremost in the Union, and to do more for the organization and popularization of our Common and Normal Schools than any other citizen of our Commonwealth.

The resolution was adopted by a rising vote, after which the chairman declared the Association adjourned to meet at Williamsport on call of the Executive Committee.

The following members of the Association were present during the sessions of the Convention: D. S. Keith, Altoona; Thos. Farquhar, Bethlehem; C. D. Bogart, Bradford; W. H. Hockenberry, Chambersburg; Chas. F. Foster, Chester; L. O. Foose, Harrisburg; L. S. Shimmell, Huntingdon; R. K. Buehrle, Lancaster; Cyrus Boger, Lebanon; Perry A. Shanor, McKeesport; Henry V. Hotchkiss, Meadville; Jos. K. Gotwals, Norristown; Wm. W. Rupert, Pottstown; B. F. Patterson, Pottsville; Geo. W. Phillips, Scranton; L. E. McGinnes, Steelton; R. M. Streeter, Titusville; Atreus Wanner, York. Deputy State Supts. J. Q. Stewart and Henry Houck and Rev. A. R. Horne were also present. As will be seen from our full report, no time was wasted. It was a day and a half of solid work, and though at times the discussions were somewhat warm, the best feeling prevailed from the opening to the close.

HOW TO LIGHT A SCHOOL-ROOM.

BY DR. H. P. ALLEN.

THE model school-room can be constructed without embarrassing in any way the architect or builder, or detracting from the outside or inside appearance or convenience of the building, or without adding one cent to the cost of the building, grounds, or appointments. A proper understanding of the needs of the children only is required, no unusual scientific knowledge. The size and shape of the room practically regulates itself, and leaves but little to criticise. In this model school-room the light should be sufficient to allow of easy work on the cloudiest day. Too much light we can lessen by a turn of the hand; too little cannot be increased save by laborious changes in the walls of the building, requiring both time and money. The walls of the building should be forty to sixty feet from adjoining buildings. The desk farthest from any window should be at a distance not greater than one and one-half times the distance from the top of the windows to the floor. The height of the room should be at least fifteen feet. Windows should be placed to the left side and rear of the pupils, and there only; and if more windows must be placed in one position than the other positions, the left side should have the greater number, but at least one-third of the light should come from the rear. The bottoms of the windows should be on a level with the tops of the desks, and the tops of the windows should reach nearly or quite to the ceiling. The area of window-pane surface should be not less than one-sixth the area of the floor surface; excess of light to be regulated by inside shutters or shades. Practically any light—north, south, east or west—is sufficient at any hour of the usual school-room session if the proportionate lighting surface is provided.

The ceilings of the room should be white to reflect as much light as possible upon the desks from above; the walls of a light gray, drab, or neutral tint, to absorb the superabundant light which would be disagreeably reflected from a plain white surface directly into the eyes of the children. Blackboards should be placed in front and to the right side of the pupil, *i. e.*, opposite the windows and there only, and have a dull, unglazed surface. Of course, our aim with all this care is, while protecting the children's eyes as much as possible from the direct rays of the sun, to flood the room with light, and cause it to enter in such a way that it can reach the desks, blackboards, walls, books, slates, etc., directly and with the least possible obstruction; but when it is reflected, as it must be from these objects to the eyes of the pupils, it shall come from surfaces so prepared and of such irregular dispersive power that good illumination and distinctness of outline can be obtained without the dazzling which comes with mathematically more regular reflection. Or, to state it more succinctly, everything in the room should be distinctly and fully illuminated except the children's eyes, and they should receive only the reflected and dispersed light from surfaces with dull finish. Optically perfect reflection is visually imperfect and undesirable reflection. In a word, a flood of irregularly reflected and dispersed light is what we seek.

With all these conditions fulfilled, we will have done all which is, in my estimation, necessary to regulate the illumination of our school-rooms, and so abolish one factor in the causation of near sightedness and "eye-strain." Of other important factors it is not our province to speak.—*Sanitary Record.*

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, JUNE, 1891.

"Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'." *Scotch Farmer.*

HARRISBURG, May 20, 1891.

THE Annual Reports of the Superintendents should be on file in the Department of Public Instruction not later than July 1.

The manuscript should be carefully prepared, written on one side only, and in length the reports must not exceed six hundred words.

As there are so many reports to be printed, brevity is very desirable.

D. J. WALLER, JR.,
Supt. Pub. Instruction.

THE paper by the late Dr. Wickersham, which is found in this number of *The Journal*, will be read with interest by many persons in Pennsylvania. The history of education with us, from the time of William Penn to the organization of the system of Common Schools under the law of 1836 by Dr. Thomas H. Burrowes, is here well told in a connected story, as the writer saw it. He closes with eloquent reference to the men whose names, he thought, should be inscribed upon the monument which a grateful people will one day erect to their memory, in recognition of their invaluable service to the Commonwealth.

THE full report of proceedings of the Convention of City and Borough Superintendents held at Harrisburg April 30th and May 1st, in the rooms of the Department of Public Instruction, occupies a large part of the present issue, to the exclusion of much other matter designed for this number of *The Journal.* Though the membership was not large, the proceedings of the Convention were characterized by ability and energy. Criticism was at times very free; but when its purpose is to benefit the schools, those under attack take it good-naturedly and give it due consideration.

STATE SUPT. WALLER calls attention to an error in the announcement of the action of the Convention of Principals of State Normal Schools held February 4th. There is no State Examination of candidates for the *Junior* class. The announcement should have been: "All candidates for the Senior class must pass the State Examination in June."

THE Official Bulletin of the National Educational Association presents the programmes of the various departments and affords so much variety that any one engaged in any line of educational work, special or general, should find something of unusual interest. The meeting of the Association proper will begin on Tuesday, July 14th, at 2:30 p. m. Sir John Macdonald, Prime Minister of Education, will deliver the address of welcome. The last session will be on Friday evening, July 17th. Toronto has nearly 300,000 inhabitants, with hotel and other accommodations for 20,000 people. Inspector Hughes has charge of arrangements for the meeting. Everything possible will be done for the pleasure and profit of the thousands of teachers and others from the United States who will visit Canada on this grand occasion. Of course, Niagara Falls goes into the trip, or Toronto can be taken as a side trip on a Niagara Falls excursion—just as the reader sees it to put it. As for the present writer, he puts the Falls above almost anything else he has ever seen, educational conventions included. The Bulletin above named will be sent free by Mr. H. J. Hill, Secretary of the Local Committee, Toronto, Canada.

THE Glen Echo Chautauqua at Washington, D. C., has Dr. Wm. T. Harris, United States Commissioner, at the head of its department of Secular Education. The summer school idea is spreading, and the National Capital is an appropriate centre for a part of its grand work. We see it stated that Miss L. E. Patridge, who has recently had charge of the Department of Methods at the Florida Chautauqua, has also been offered the principalship of the same department at the Washington Chautauqua.

A REPORT of the Memorial Sermon by State Supt. Waller at Millersville on Sunday, May 10th, in honor of Dr. Wickersham, which was prepared for this number, will appear in our next issue.

THE work done by the schools of South Bethlehem on Arbor Day is the very best that has yet been reported to the Department for the current year. Supt. Owen R. Wilt reports as follows: "Arbor Day was observed by all our schools. The yards were cleaned of rubbish, dead leaves, stones, etc. Pruning, planting and transplanting trees

and shrubbery kept teachers and pupils busy during the greater part of the day. Only such literary exercises as had special reference to the propagation of plants and trees were held. This naturally included the proper method of preparing the soil; methods of planting and transplanting, pruning and grafting trees. The value and importance of tree-raising in rural districts, as also in cities and towns; the effect trees and plants have upon climate; and the art of beautifying the earth wherever trod by human feet, furnished our schools with abundant subjects for oral and written compositions. Thus the day was not only pleasantly but also profitably spent."

Manual training inculcates the beauty and duty of labor, an ambition to be and do something worthy of manhood's powers and the world's regard. Industrial education is thinking in things, not words. The object is not to turn out artisans, but children with intelligent brains and skilled hands.

STATE TEACHERS' ASSOCIATION.

SESSION AT BEDFORD SPRINGS.

THE thirty-seventh annual meeting of the Pennsylvania State Teachers' Association will be held in the Public School Hall in Bedford on Tuesday, Wednesday, and Thursday, July 7th, 8th, and 9th. The time is favorable, and the place an attractive summer resort. The Executive Committee present a good programme for the sessions, and promise, after adjournment, to those who desire to make the trip, one of the best excursions in the country—to the Natural Bridge and the White Sulphur Springs in Virginia.

The Bedford mineral springs, which are widely known for their medicinal waters, are within a short distance of the town. These include the famous mineral spring, the sulphur spring, the chalybeate spring, the sweet-water spring, the great limestone spring, and others. In describing the locality, it has been said that "if these medicinal waters were the invention of man, the inventor could not have selected a lovelier spot in which to locate them."

This meeting is held during the week immediately preceding that of the National Educational Association at Toronto. Pennsylvania teachers who wish to extend their summer trip to Niagara Falls can therefore do so with pleasure and profit. We hope to record a large attendance at Bedford, and that Pennsylvania will also be well represented at Toronto. The following is the

PROGRAMME OF EXERCISES.

TUESDAY, JULY 7TH.

10 A. M.—*Opening Exercises.*

Addresses of Welcome—Hon. John M. Reynolds and Hon. John H. Longenecker, Bedford, Pa.

Responses—Supt. C. A. Babcock, Oil City, and Prof. E. C. Lavers, Pittsburgh, Pa.

Report of the Dr. Higbee Memorial Committee—J. P. McCaskey, Chairman, Lancaster, Pa.

2 P. M.—*Inaugural Address*—Dr. G. M. Philips, West Chester, Pa.

Report of Committee on Closer Supervision—Dr. E. O. Lyte, Chairman, Millersville, Pa.

Defects in the Present Method of Licensing Teachers in Pennsylvania—Supt. B. C. Youngman, Clearfield Co.; Prof. W. H. Cover, Altoona; Supt. J. M. Berkey, Somerset Co.: Prof. E. W. Moore, Braddock; Supt. R. F. Hoffecker, Montgomery Co., and Supt. Geo. J. Luckey, Pittsburgh, Pa.

General Discussion.

8 P. M.—*Addresses*—Hon. James A. Beaver, Ex-Governor of the Commonwealth, and Hon. I. H. Gourley, Mayor of Pittsburgh.

WEDNESDAY, JULY 8TH.

9 A. M.—*History as a Preparation for Citizenship*—Miss Annie E. Lyle, Millersville, Pa.

Patriotism in the Public Schools—Supt. N. O. Kinsley, Franklin, Pa.

The Academic Side of Normal School Training—Dr. A. E. Maltby, Principal Slippery Rock Normal School; Supt. L. S. Shimmell, Huntingdon, and Prof. J. B. Welsh, Principal Bloomsburg Normal School.

General Discussion.

2 P. M.—*Nomination of Officers and Selection of Place of Meeting.*

Scientific Temperance Instruction — Miss Lillie Cooper, Allegheny City; Mrs. Anna Moore, Altoona.

General Discussion.

The Teacher of the Twentieth Century—Ex-Pres. E. H. Magill, Swarthmore College.

University Extension—Secretary Geo. Henderson, Philadelphia.

General Discussion.

8 P. M.—*Addresses*—Hon. Robert E. Pattison, Governor of the Commonwealth; and Dr. J. O. Wilson, Brooklyn, "Yellowstone and Yosemite."

THURSDAY, JULY 9TH.

9 A. M.—*The Pennsylvania State Teachers' Association: Its Professional Values* — Prof. Geo. L. Maris, West Chester, and Supt. R. K. Buehrle, Lancaster; *Its Educational Values*—Prof. H. S. Hockenberry, Carbondale, and Prof. J. H. Michener, Philadelphia; *Its Legislative Values*—Prof. W. W. Woodruff, Newtown, Pa.

General Discussion.

Address—Rev. E. P. Prettyman, State Superintendent of Maryland.

2 P. M.—*Memorial Exercises on the Life of Hon. J. P. Wickersham: Biographical Eulogy*—Dr. A. R. Byerly, Millersville. *Addresses*—J. A. M. Passmore, Philadelphia; Miss Nellie D. Graham (poem), Yardley, Pa.; Hon. Henry Houck, Harrisburg, Pa.; Dr. E. O. Lyte, Principal Millersville State Normal School; Miss Elizabeth Lloyd, Newtown Square; I. Howard Jacobs, Esq., Reading; Prof. I. S. Geist,

Marietta; Prof. H. W. Fisher, Pittsburgh; Supt. John Morrow, Allegheny City; J. D. Pyott, Lancaster; Mrs. Frances W. Baldwin, Santa Cruz, Cal.; Dr. Geo. M. Philips, Principal West Chester Normal School.

A Social Reception will be held on Thursday evening at the hotel of the famous and beautiful Bedford Springs.

Music—The music of the Association will be under the immediate direction of Prof. W. B. Hall, of Lancaster, assisted by Prof. John L. Shroy, of Doylestown, as cornetist. The following ladies will add to the entertainment with popular solos: Miss Ida M. Lindsay, Pittsburgh, and Miss Ida M. Pecht, Huntingdon, Pa.

Excursions—Bedford is itself a famous and historic place, abounding in incidents of surpassing interest to the teacher. Its fame as a healthful and popular watering-place is world-wide. Near it also are the well-known Sulphur Springs, to which an excursion will be organized. At the close of the session, an excursion will be organized for Harper's Ferry, Winchester, Luray Caverns, Natural Bridge, and the famous White Sulphur Springs. It is confidently believed that this will be one of the most delightful and interesting excursions ever afforded the members of the Association. Those desiring to join this party will please address the Secretary of the Executive Committee, before July 6, 1891, so that complete arrangements may be made for all.

Railroad Arrangements—All railroads in Pennsylvania that route with the P. R. R. sell season excursion tickets to Bedford Springs. The rate is the same as that usually afforded the members of this Association. No order is necessary to secure these excursion tickets. The Reading R. R. will issue excursion orders. These may be had by addressing the ticket agent. The Huntingdon and Broad Top R. R. will run a special train from Huntingdon to accommodate the members of the Association.

Hotels—The Arandale, Hotel Waverly, and Bedford House, will accomodate members of the Association at $2 per day; Union House, $1.50 per day; Corle House, East End Cottage, Franklin House, Central House, American House, Miller House, St. John House, $1 per day. Private boarding houses will receive one hundred guests at a special rate of $1 per day. The above rates are from 33 to 60 per cent. below the usual rates, and the accommodations are first-class throughout. One thousand guests can be entertained. No effort has been spared to make this a memorable meeting. The educators of Pennsylvania cannot afford to miss it. It will be of special value to all.

OFFICERS OF ASSOCIATION.

President—Dr. G. M. PHILIPS, West Chester.

Vice Presidents—Miss Mary L. Dunn, Wayne, and T. W. Bevan, Catasauqua, Pa.

Secretary—J. P. McCaskey, Lancaster.

Ticket Agent—J. Fletcher Sickel, Germantown.

Executive Committee—H. W. Fisher, Chairman, Pittsburgh; M. G. Brumbaugh, Secretary, Huntingdon; Elizabeth Lloyd, Newtown Square; Jos. S. Walton, Ercildoun, and Geo. W. Hull, Millersville.

Enrolling Committee—E. E. McCurdy, Chairman; Everett; G. W. Hemminger, East Mauch Chunk, D. S. Keith, Altoona; L. S. Shimmell, Huntingdon; Margaret McCleery, Bedford.

Committee on Exhibits—Irving A. Heikes, Chairman, Bedford; N. M. Fenneman, Greensburg; T. B. Allison, Ebensburg; D. S. Keith, Altoona; Samuel Transeau, Williamsport; Margaret Durning, Pittsburgh, and Lizzie B. Howe, Huntingdon.

LOCAL COMMITTEES.

Reception Committee—John H. Cessna, Chairman; Margaret McCleery and Lizzie W. Shuck, of Bedford, John A. Luman, Hyndman; McDaniel Housave, Rainsburg.

Local Enrolling Committee—Maggie McCleery, Chairman; Irving A. Heikes, Lizzie Bain, May Sansom, Nettie Spidel, Lulu Hartley, and L. Cromwell.

Entertainment Committee—Mrs. Jos. B. Woods, Chairman; John S. Weller, Andrew Fisher, Ethel M. Calhoun, and Lulu Hartley.

Committee on Exhibits and Hall—Mrs. Hattie W. Lutz, Chairman; Mary Hughes, Mary Barton, Frank Shiras, and Samuel Gephart.

Press Committee—N. L. McGirr, John Lutz, Wm. C. Smith, L. J. McGregor, and Wm. Thompson.

THE NEW SCHOOL BOARDS.

THE Act of April 22, 1863, requires new School Boards to organize "within ten days after the first Monday in June, in each year." As it is important that the new Boards should meet and organize promptly according to law, the old Boards should fix a time for holding a meeting for the purpose, and give due notice to the new Directors who have been elected.

Upon meeting for the purpose of organization, Directors should first elect a *temporary* president and secretary, and proceed to ascertain who are members, by having read the election returns placed in the hands of the old Board by the proper election officers. Disputed points concerning claims to seats must be disposed of. Questions arising out of tie votes must be settled. And when it is ascertained who are members, the Board is ready to organize *permanently* by electing a president, a secretary, and a treasurer. Those having a right to vote under the temporary organization are the Directors holding over and the persons duly notified of their election. Those entitled to vote in effecting the permanent organization are the Directors holding over and the persons found entitled to seats in the Board by their election. Among the items of business that should be attended to by the new Boards on the day of their organization are the following:

1. Appoint persons to fill vacancies in the Board, if any such vacancies exist.

2. Receive the annual report and certificate from the old Board, whose duty it is to prepare these papers, attach the signature of the officers of the new Board, and forward them to the proper County Superintendent for approval and transmission to the Department of Public Instruction. *This duty should not be neglected.*

3. See that any moneys in the hands of the old treasurer come promptly into the hands of the new one.

4. Fix the time and place for holding the regular meetings of the Board.

5. Decide whether the Board will subscribe for *The School Journal* or not. A copy will be sent to the Secretary of each Board by order of the Department of Public Instruction, but the law permits and encourages all Boards of Directors to subscribe for one copy for each member at the expense of the district. No Board can well afford to be without it, not only for its practical value, but also for its suggestiveness to thoughtful men who feel an adequate sense of the weighty responsibility that devolves upon them as School Directors.

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OATH OR AFFIRMATION.

THE following act recently passed by the Legislature now in session, and approved by Governor Pattison April 16th, requires that School Directors hereafter elected to office shall make oath or affirmation, as named in the act, before entering upon their duties as school officers. As will be seen, the act does not apply to Directors now in office, or to those elected at the last general election in February, but to Directors elected after the passage of this act. The following is the text of the new law:

AN ACT requiring public School Directors to be sworn or affirmed before entering upon their duties.

Section 1, Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania in General Assembly met, and it is hereby enacted by the authority of the same: That any person elected to the office of School Director after the passage of this act, in the Commonwealth of Pennsylvania, before entering upon the duties of such office, shall take and subscribe to an oath or affirmation that he will support the Constitution of the United States and the Constitution of the Commonwealth of Pennsylvania and the laws thereof; and that he has used no unlawful means to procure his election to said office; and that he will discharge the duties of said office for the district in which elected faithfully and impartially and to the best of his understanding and ability: which oath or affirmation shall be taken before a justice of the peace, notary public, or some other officer authorized to administer oaths, and a copy of the same shall be entered upon the minutes of the Board of School Directors of the proper District.

Approved the 16th day of April, A. D. 1891.

ROBT. E. PATTISON.

THE HURDY-GURDY.

"BONNIE LADDIE."

1. Hm . . . . . m! Hurdy-gur-dy, hurdy-gur-dy! Hm . . . . . m!
2. Hm . . . . . m! Hurdy-gur-dy, hurdy-gur-dy! Hm . . . . . m!
3. Hm . . . . . m! Hurdy-gur-dy, hurdy-gur-dy! Hm . . . . . m!

Hurdy-gur-dy, hurdy-gur-dy! In the streets we small boys play, Hurdy-gur-dy,
Hurdy-gur-dy, hurdy-gur-dy! People, please a pen-ny give, Hurdy-gur-dy,
Hurdy-gur-dy, hurdy-gur-dy! "Thanks," my monkey says to you, Hurdy-gur-dy,

hurdy-gur-dy, Here again we come to-day, Hurdy-gur-dy, hurdy-gurdy! O!
hurdy-gur-dy, Let a small I-tal-ian live, Hurdy-gur-dy, hurdy-gurdy! O!
hurdy-gur-dy, We'll buy bread and eat it too! Hurdy-gur-dy, hurdy-gurdy! O!

ROW, ROW, MY BOATIE.

W. MOZART

Allegretto.

1. Row, row, boatie, my boatie, all over the lake, Soft-ly, boatie, oh boatie, my pleasure I take!
2. Row, row, boatie, my boatie, where white lilies grow, Care! lest, boatie, dear boatie, you row me too low.
3. Row, row, boatie, good boatie, where cool shadows lie! See there, sunshine and silver drop out of the sky.
4. Row, row, boatie, sweet boatie, and tell me a tale: Can folks keep in calm water, with never a gale?

Forward and backward o'er eddy and wave, Oh! what a lurch then, my boatie, you gave!
One pret-ty li-ly, I wish here to pick— Oh! naughty boatie, you passed by too quick!
Keep in the glitter and keep in the warm, Oh, tiresome boatie! you row to the storm!
Or do you show us that life goes like you, Try-ing, but missing? Ah, yes, boat, you do!

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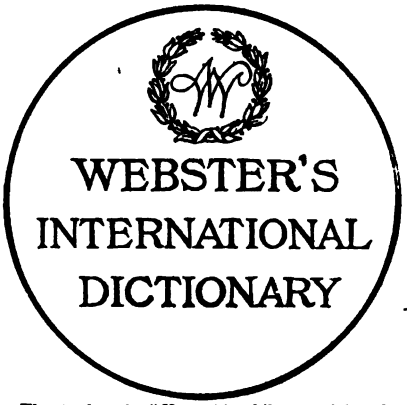

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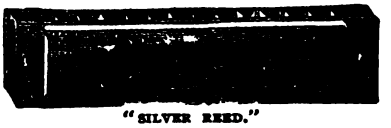

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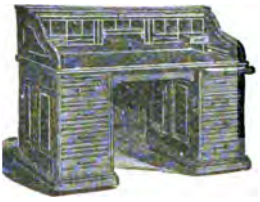

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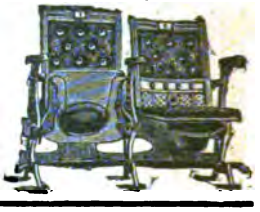

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EDUCATION

D. J. WALLER, EDITOR.

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